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ABSTRACT

The project reported on was designed and implemented for formulating a system for empirical determination of issues in postsecondary education. Two resources were used for identifying the issues: statements of opinion of leaders in postsecondary education, and journal literature. Content analysis of these resources resulted in identification of 847 issue statements classified into 1,606 subissues. The summary of the results is presented here. The global issue areas include: curriculum and curriculum processes (grading, new programs and courses, preparation for employment, retention, quality, and institutional climate); institutional finance, institutional government and management; values and benefits of postsecondary education; student aid; admissions; lifelong learning; faculty and personnel; student characteristics; and legal issues. In each area, relevant data elements for research are identified. In addition, recommendations are made for future procedures used to identify salient issues, and for major issues of concern, both in the global issue areas and levels of postsecondary education. (MSE)

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SPONSORED REPORT SERIES

DEVELOPMENT OF A SYSTEM FOR THE EMPIRICAL DETERMINATION OF ISSUES IN POSTSECONDARY EDUCATION

Final Report of Task 1
Volume I

by
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Prepared for the National Center for Education Statistics by Educational Testing Service, Princeton, New Jersey, July 1978, under Contract No. 300-77-0446.

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EXECUTIVE SUMMARY

I. Purpose, Scope, Method, and Product

A. Purpose

The project reported here was designed and implemented for the purpose of formulating a system for the empirical determination of issues in postsecondary education.

B. Scope

Recognizing that a variety of sources of information about issues in postsecondary education are available, the report focuses on those potentially unique resources containing emerging postsecondary educational issues and methods of extracting those issues that would lead to the identification of changing needs for education statistics. Two such resources were examined in detail--pronouncements of opinion leaders in postsecondary education and articles from selected, relevant periodicals in postsecondary education. The documents studied were presented or published from January 1975 through December 1977.

C. Method

The study team, in consulation with NCES, identified opinion leaders and appropriate periodicals. Once opinion leaders and periodicals were selected, the study team obtained written documents from opinion leaders and sampled articles from the selected periodicals. A content anaylsis of each document, speech, or article was undertaken, and issue statements were written, assigned to an a priori issue classification scheme, and identified as to level of postsecondary education. The 121 journal articles, speeches, and documents generated 847 issue statements that were classified into 1,606 subissue areas. Results of this analysis were prepared and reviewed by NCES and revised to produce a final report.

D. Product

This is a summary version of the final report and accompanying appendices prepared by Educational Testing Service. Its preparation reflects and has benefited from input from the ETS appointed advisory committee and NCES staff, but the report is solely the responsibility of ETS.

II. Content Analysis Procedures

Given the project's ultimate goal, identifying issues and related data elements in postsecondary education by a content analysis of material obtained from opinion leaders and articles selected from periodicals, procedures were established and followed to permit:

A) defining the domain of postsecondary education,

B) developing an issue classification scheme,

C) identifying and selecting opinion leaders that represent this domain,

D) selecting periodicals and articles within periodicals for content analysis, and

E) carrying out the content anaylsis.

A. Defining the Domain

One of the first activities was to define the areas of the postsecondary education universe. The final categorization, developed in consultation with internal and external advisors and NCES staff, consisted of community and junior colleges, colleges and universities, vocational/technical schools, foundations, membership organizations, other educational organizations, and state and federal governments. Opinion leaders were classified into one or more of these categories as a tool to check the representativeness of the groups.

B. Developing an Issue Classification Scheme

Concurrent with the work of defining the domain of postsecondary education, the study group prepared and revised a list of issue areas in postsecondary education to be used during the content analysis work. The issues generated would be assigned to appropriate categories so the quantification and ranking of issues would be possible. This classification scheme, modified slightly during the content analysis work, contains 12 broad issue areas with 67 subissue areas. The 12 broad issue areas are: Institutional Finance, Institutional Governance and Management, Student Aid, Curriculum and Processes, Research, Legal, Admissions, Faculty and Personnel, Values and Benefits of Postsecondary Education, Government Regulation and Policy, Lifelong Learning, and Student Characteristics.

C. Identifying and Selecting Opinion Leaders

A systematic, objective procedure was developed to identify potential opinion leaders. The system was based upon the assumption that opinion leaders' names would be cited in the literature more frequently than nonopinion leaders' names.

Given this assumption, the first step was to obtain names of potential opinion leaders from a number of sources and record them on file cards. Sources included officers, executive directors, steering committee members, and trustees of organizations and associations in postsecondary education; officers of major foundations funding postsecondary education, invited participants in national conferences; members of national advisory committees; federal leaders in positions influencing postsecondary education; state directors of higher education, vocational education, and career education and postsecondary planning commissions; officers and directors of five student groups; educational editors and writers for popular media; advisory committees, directors, and resource persons for data base resources (e.g., ERIC and NEXUS); directors of nine research centers; and chief executive officers of colleges and universities.

Sixty-nine names occurred three or more times in this group of over 1,200 names. These 69 were then classified in the categories of the postsecondary education domain, based upon their current position. The list was then reviewed and names added when appropriate. A set of 94 potential opinion leaders resulted from this procedure.

Final selection of the subset of opinion leaders to be included in the study was accomplished by a search of the ERIC data base and the biannnual indices of the Chronicle of Higher Education for the 94 names identified earlier. The 60 names occurring most frequently in these searches were selected as opinion leaders for this study.

The 60 were invited to participate in the study by submitting appropriate articles or speeches produced since January 1975. Material from 41 of the 60 was received and determined to be appropriate for analysis.

D. Selecting Periodicals and Articles

Numerous periodicals were reviewed in order to determine which to include. Those chosen were judged to represent the various areas of the postsecondary education domain. Six periodicals were selected--Chronicle of Higher Education, Change, Compact, AAUP Bulletin, Community and Junior College Journal, and the College Board Review.

Once the periodicals were selected, the task of selecting articles was undertaken. Issue oriented articles (excluding the Chronicle) were selected by using ERIC/CIJE citations and then verifying the selection as appropriate by looking at the full article. Across the three years and five journals, 131 articles were identified. On the basis of discussions with NCES, it was decided to include all 39 of the 1977 articles and to randomly sample 4 articles from 1975 and 7 from 1976.

Since the Chronicle was not covered by ERIC's CIJE, all volumes and issues for 1975-1977 were identified, and a two-stage sampling process was undertaken. First, an issue of the Chronicle was selected, then the article within the issue was chosen. A total of 30 articles were so selected for analysis--15 from 1977 (giving more weight to current than older articles as with the other periodicals), and 8 and 7 from 1976 and 1975, respectively.

E. Content Analysis

After all opinion leaders' documents, journal articles, or speeches were selected and articles from periodicals were chosen, each was randomly assigned to two readers. Each reader studied the "definition of an issue" paper prepared by a consultant linguist before reading any articles.

Further, to assure consistency among readers, six documents were read and analyzed by all readers. Results were discussed and prototype summaries of the six were developed along with the steps to be followed for content analysis.

Readers identified 847 issue statements from the 121 documents, speeches, and journal articles. Along with the issue statements the following information was collected: source of the material (whether it was from an opinion leader, a journal, or the Chronicle of Higher Education), the postsecondary education level with which the issue was dealing (General Postsecondary, Community and Junior Colleges, Undergraduate Colleges and Universities, or Graduate and Professional), and the issue and subissue areas into which the issue could be categorized.

III. Results

The results of this study clearly demonstrate that issues can be identified by a content analysis of documents about postsecondary education. Comparions of frequencies of issue areas and subareas were made by source and level.

Though there are some differences in relative rankings across sources and levels regardless of source or level, five global issue areas are of greatest concern: Curriculum and Processes, Government Regulation and Policy, Institutional Finance, Institutional Governance and Management, and Lifelong Learning. Relative ranking varies, especially between levels. For example, at the General Postsecondary and Community and Junior College levels, Lifelong Learning issues were ranked second. Other rankings of this issue area were quite low.

Looking at the top 10 subissue areas, more specific information is obtained. For example, almost without exception, Government Regulation and Policy - Federal, State, and Local Relationships was ranked highest. The exception was at the Graduate and Professional level where Curriculum and Processes - Quality was the number one ranked subissue area. Other issue and subissue areas appearing in the top 10 included Institutional Governance and Management - General; Curriculum and Processes - Quality, New Programs and Courses; and, Student Aid - Federal Programs.

Across sources and levels and by totals, there was good agreement concerning what were not pressing issues. Two subissue areas received no ranking at all: Student Aid - Tax Relief, and Admissions - Transfer/Migration. Other issue areas which occurred very infrequently were concerns about Research, Legal Problems, and Student Characteristics.

IV. Recommendations

Two types of recommendations are presented, those dealing with study procedures and those dealing with the issues identified and their implications for NCES.

Procedures

Most of the procedures utilized in this study worked well, although modifications were made during the course of the work.

Future replications of this study should make use of the postsecondary education domain identified during this project. The eight institutional groups will enable NCES to make judgments about the adequacy of coverage represented by the opinion leaders selected.

Use of opinion leaders should be modified. Rather than utilizing opinion leaders as sources of material for content analysis, it is recommended that the basic group identified by this study be used as consultants. A select subgroup of the 60 could be chosen to provide feedback related to issue areas identified through a content analysis of journal articles. Procedures are recommended for identifying opinion leaders.

With regard to the content analysis procedures, the study team recommends that NCES use the steps developed in this project. Further, the use of the issue area classification scheme is also suggested; however, the research and legal areas should be deleted as separate classifications and incorporated as parts of other areas such as Institutional Governance and Management, Institutional Finance, Admissions, etc.

Sources should be reduced from six to three and opinion leaders should not be asked to submit material. Based upon the study, the most useful journals were Change, the Chronicle of Higher Education, and the Community and Junior College Journal. We recommend that articles from the most recent 12-month period in these three journals be used. All relevant articles should then be subjected to a content analysis using the procedures developed during this project.

As issues statements for these articles are prepared, each should be assigned to the appropriate postsecondary education level and to areas appropriate in the issue area classification scheme. If possible, appropriate data elements should also be listed.

Tallying the frequency of occurrence of issue areas is recommended, keeping postsecondary education level distinct. Ranks should be derived for each of the four postsecondary education levels and for the total. Rank order correlations should also be computed between each level.

Finally, automation of the process is strongly recommended. If, for example, issue statements, with their accompanying level and issue area assignments, could be put into a system such as the Department of Defense's ARPA Network Office 1, the laborious hand-tallying, sorting of issue statements by area, and generation of an alphabetic bibliography could be accomplished much more quickly and more accurately. If the ARPA Network is not available, there are other text-processing systems available through commercial vendors.

Current Issues and NCES

Eight subissue areas stand out boldly and seem to have implications for data collection by NCES.

Government Regulation and Policy - Federal, State, and Local Relationships is by far the most pressing subissue area across all levels of postsecondary education. The study describes these issue statements and recommends data elements that could be collected to explicate the issues.

Especially at the Graduate and Professional level, it is suggested that Curriculum and Processes - Quality and Curriculum and Processes - New Programs and Courses be examined in light of specific concerns expressed in the material analyzed. At the General Postsecondary and Community and Junior College levels, it is suggested that certain issues in Lifelong Learning - General, and Lifelong Learning - Programs be examined.

Other subissue areas recommended for study are Institutional Governance and Management - General and Student Aid - Federal Programs. In each case, specific issues are presented along with suggested data elements.

Finally, the study recommends that NCES explore, both within existing NCES data collection efforts and within other government data collection efforts, existing data to explicate these issues prior to initiating new projects or programs. The burdens already placed on postsecondary education institutions are great, as those institutions perceive them anyway. Therefore, anything NCES can do to lessen their burdens should be considered.

INTRODUCTION

In October, 1977, Educational Testing Service (ETS) began work on a project entitled "Development of a System for the Empirical Determination of Issues in Postsecondary Education." The project involved two tasks originally entitled "Content Analysis of the Pronouncements of Education Opinion Leaders" and "Analysis of Specific Requests to the National Center for Education Statistics (NCES) for Educational Data." Activities of Task 1 began in October 1977 and are summarized in the following report. Activities for Task 2 began in January 1978 and will be summarized and related to Task 1 in a later report.

The goals of Task 1 were both to identify emerging issues in postsecondary education (indicating related data elements that would be useful for NCES to collect and analyze), and secondly, to develop a process that NCES can use periodically to update the list of issues. This task was accomplished through content analysis of written documents of opinion leaders and articles from selected periodicals.

To assist in carrying out the project, an advisory committee was formed consisting of Educational Testing Service (ETS) staff with broad experience in postsecondary education. These persons were John Centra, Mary Jo Clark, K. Patricia Cross, Eleanor Horne, Winton Manning, Richard Peterson, Jonathan Warren, E. Belvin Williams, Janet Williams, and Warren Willingham. Brief biographical sketches of the committee members are included in Appendix A. ETS donated the time of these advisory personnel.

PROCEDURES

The procedures can be broken down into four major activities--defining the domain, identifying opinion leaders, selection of periodicals, and content analysis.

Defining the Domain

The first activity of the project was to conceptualize a framework for representing the postsecondary education world. This framework or set of categories would be used as a tool for insuring that opinion leaders from all groups influencing the postsecondary universe would be included in the study.

The first draft of the framework was reviewed by NCES, the ETS advisors, and other experts in the field. As a result of these reviews and a meeting of the ETS project staff and the NCES Project Officer (George H. Brown), the final framework was determined (see Table 1). A decision was made to restrict categories to institutionally based groups.

Table 1

Institutional Groups Influencing Postsecondary Education

1. a) Public Community and Junior Colleges
   b) Private Community and Junior Colleges

2. a) Public Colleges and Universities
   b) Private Colleges and Universities

3. a) Public Vocational/Technical Schools
   b) Private Vocational/Technical Schools

4. Foundations

5. Membership Organizations

6. Other Educational Organizations

7. State Government

8. Federal Government

Identifying Opinion Leaders

While the framework was being developed, procedures for selecting opinion leaders were also being considered. A procedure that was as objective as possible and that could be carried out periodically by NCES was desired.

One procedure considered and rejected was polling or obtaining nominations. *Change* magazine had conducted a poll of 4,000 educators to identify men and women who "contribute most significantly to the thoughts and actions of American higher learning." Of the 4,000 persons polled, only 315, or 8 percent, responded. Based on these considerations, a less subjective procedure than peer nomination was sought for identifying opinion leaders.

It was decided to develop a procedure for systematically searching for names of individuals who would constitute a pool of potential opinion leaders. In this systematic search, it was hypothesized that opinion leaders' names would occur more frequently than other names. The draft procedures for searching for opinion leaders' names were prepared (see Appendix B) and reviewed by NCES, by the ETS advisors, and by experts in the field such as George Bonham (editor of Change magazine), Jane Lichtman (NEXUS), Jonathan Fife (director of the ERIC Clearinghouse on Higher Education), and Kenneth Fisher (director of the Postsecondary Education Convening Authority). As a result of these comments and reviews, the procedures were expanded and revised.

A detailed set of procedures for collecting names of potential opinion leaders is presented in Appendix C. Names were collected from a number of sources and recorded on file cards. The number of occurrences of each name was tallied. Sources for opinion leader names included officers, executive directors, steering committee members, and trustees of 44 organizations and associations in postsecondary education; officers from ten major foundations funding postsecondary education; invited participants in eight national conferences; members of seven national advisory committees; federal leaders in positions influencing postsecondary education; state directors of higher education, vocational education, and career education and postsecondary planning commissions; officers and directors of five student groups; educational editors and writers for popular media; advisory committees, directors, and resource persons for data base resources (e.g., ERIC and NEXUS); directors of nine research centers; and chief executive officers of colleges and universities. In some cases, these sources were contacted directly for names. However, many library resources were useful in obtaining the names. These included the Education Directory 1976-77, Colleges and Universities, foundation annual reports, and the National Directory of Associations.

The results of the search are summarized in Table 2. Sixty-nine names occurred three or more times. Another 170 occurred twice. Over 1,000 names occurred only once.

Table 2

Frequency of Occurrence of Names
Resulting from the Systematic Search

Number of Times Occurring	Number of Names
8	1
7	1
6	-
5	4
4	13
3	50
2	170
1	1,000 +

Due to the experimental nature of the procedure used to identify potential opinion leaders, it was considered important to review the most frequently occurring names in terms of adequacy of coverage of the institutional groups influencing education (Table 1).

After all the names had been collected, the 69 names occurring three or more times in the search of opinion leader sources were incorporated into the framework based on their current position. In some cases, current position placed an individual in several categories. For example, Arthur Cohen is in a public university but he is also director of the ERIC Clearinghouse on Community and Junior Colleges.

This list was reviewed by ETS staff as well as George Brown, NCES Project Officer, and several actions were taken. First, names were added to cells that were empty or did not contain many people. For example, people from the community and junior college category who had only been identified twice were added to the list of potential opinion leaders. People representing vocational-technical schools were added through consultation with Bob Calvert (NCES). It was decided that representatives from the American Council on Education (ACE) and the Education Commission of the States (ECS) should be included since these two organizations are major forces in postsecondary education. Names of persons holding key educational positions in the government during the period of study (January 1975 through December 1977) were added under the federal government category. These people may have great influence on postsecondary education but may not serve on a number of committees or organizations due to conflict of interest considerations and, for this reason, may not be identified as frequently as people in other categories. The following positions were identified as important and persons holding one of these positions for at least six months during the period of study were added if not already on the list:

U. S. Commissioner of Education

Director of the National Institute of Education

Director of the Fund for Improvement of Postsecondary Education

Secretary of Health, Education and Welfare

Assistant Secretary for Education

Members of the Postsecondary Education Subcommittee

Assistant Commissioners for Vocational Education and Manpower

As a result of these actions, 25 names were added, resulting in a group of 94 potential opinion leaders (see Appendix D), a subset of whom we would select to analyze their written opinions.

It was decided that an appropriate objective criterion for selection of a subset of opinion leaders was the number of times their names appeared in the ERIC[1] data base (which includes both Resources in Education and Current Index to Journals in Education) and in the biannual indices of the Chronicle of Higher Education.[2] Since opinion leaders' written documents are to be reviewed in this study, ERIC, a national clearinghouse of educational documents, is an appropriate criterion. The second criterion, the Chronicle of

---

[1] ERIC is a national information system that disseminates educational research results, research-related materials, and other resource information. Since August 1972, ERIC has been sponsored by the National Institute of Education (NIE). Through a network of specialized centers, or clearinghouses, each of which is responsible for a particular educational area, documents are acquired, screened, abstracted, and indexed.

Documents appropriate for the ERIC system come in a variety of forms: research reports, monographs, critical reviews of the literature, surveys, tests and supporting documents, program or project reports, compendia, syllabi, bibliographies, conference papers, state-of-the-art papers, speeches, newsletters, and bulletins. Documents are screened to determine whether they reflect reasonable standards of professional and technical competence and are presented in clear, understandable language and form.

A substantial portion of the documents processed by ERIC come from national educational conferences, individuals working in the field, research organizations, and federal, state, and local agencies.

The documents processed by ERIC Clearinghouses are indexed and abstracted in Resources in Education (RIE), a monthly abstract publication announcing recently completed research and research-related reports in the field of education.

Each Clearinghouse is also responsible for indexing selected journals in its area of interest. Journal articles are indexed in Current Index to Journals in Education (CIJE), another monthly publication. CIJE currently indexes more than 700 journals, the majority of them representing the core periodical literature in the field of education. The other periodicals indexed in CIJE provide access to important articles that fall outside the scope of education-oriented literature.

[2] The Chronicle of Higher Education is a weekly newspaper in higher education (only recently included in CIJE). It was highly recommended by ETS advisory committee members as a source for identification of issues and opinion leaders in higher education.

Higher Education, will identify opinion leaders who do not write in the traditional educational media, but who are in the news. The names occurring most frequently would compose the subset of the 94 potential leaders.

The ERIC data base and the Chronicle of Higher Education were searched for references to each of the 94 potential opinion leaders since January of 1975. Table 3 summarizes how results of the searches were used to select the subset of opinion leaders for further study. The first two numerical columns refer to the larger group of opinion leaders in Appendix D (112 listings of 94 persons). Of the total listings, 9 percent were from community and junior colleges, 30 percent were from colleges and universities, 5 percent from vocational-technical schools, 3 percent from foundations, 11 percent from membership organizations, 8 percent from other educational organizations, 14 percent from state government, and 20 percent from the federal government. Columns 3 and 4 summarize the results of the selection of all persons identified once through either RIE or CJIE or the Chronicle of Higher Education. The category representations are 5, 31, 5, 3, 10, 9, 12, and 26 percent, respectively. This is a higher representation of the federal government category than would be expected from the list of potential opinion leaders. By selecting people from the federal category who were identified more than once in the searches, the results in columns 5 and 6 were obtained. The percentage of people representing the federal government is still slightly high (22 percent), but appears appropriate for our purposes. Using this final set, 60 opinion leaders were selected.

Table 3

Summary of Selection of Opinion Leaders by Framework Categories

Framework Category	1 Total[1] Potential Opinion Leaders	2 % Total Potential Opinion Leaders	3 All Opinion Leaders in ERIC/CIJE or Chronicle	4 % All in ERIC/CIJE or Chronicle	5 Final Set of Opinion Leaders	6 % Final Set of Opinion Leaders	7 Opinion[3] Leaders in Content Analysis	8 % in Content Analysis
Community and Junior Colleges	10	9%	4	5%	4	5%	4	8%
Colleges and Universities	34	30%	24	31%	24	32%	14	26%
Vocational/ Technical Schools	6	5%	4	5%	4	5%	2	4%
Foundations	3	3%	2	3%	2	3%	2	4%
Membership Organizations	12	11%	8	10%	8	11%	6	11%
Other Organizations	9	8%	7	9%	7	9%	6	11%
State Government	16	14%	9	12%	9	12%	8	15%
Federal Government	22	20%	20	26%	16	22%	11	21%
	112(94)[2]		78(64)		74(60)		53(41)	

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[1] Listed in Appendix C.

[2] Opinion leaders sometimes appear in more than one category. The numbers in parentheses represent the total number of individuals rather than the number of individuals within category.

[3] Columns 7 and 8 are opinion leaders from the final set who submitted documents appropriate for the content analysis.

Each of the 60 opinion leaders selected and/or a person in his or her office was contacted by phone, told the purpose of the project, and asked to send a copy of the opinion leader's vita, a copy of appropriate articles, speeches, or other written documents, and a listing or summary of congressional testimony. Material appropriate for content analysis was received from 41 of the opinion leaders. Table 4 contains a list of opinion leaders by category whose material was included in the final content analysis. Percents by category are summarized in the final columns of Table 3. These 41 appear to be quite similar in representation of the framework categories to the original set of 94 potential opinion leaders. Four women and three minority persons are included.

Selection of Periodicals

Periodicals provide another source of material on issues in postsecondary education. They have the advantage of easy accessability, but, in some cases, may be less current than material obtained directly from the opinion leaders. However, if results of content analysis of perodicals were similar to those of materials solicited directly from educational opinion leaders, the periodical method might provide an easier process for repeated identification of issues for NCES.

Numerous publications were reviewed in order to determine which periodicals to analyze. Periodicals which included a large proportion of issue related articles were preferred. A second criterion was circulation. Those periodicals chosen are in no way inclusive of all publications that cover issues in postsecondary education. Six periodicals that represent the various areas of the framework were selected. Periodicals representing

Table 4

Opinion Leaders Included in Content Analysis (N=41)

	Community and Junior Colleges (CJC)	Colleges Universities (CU)	Vocational/Technical Schools (VTS)
Public	John W. Oswald*(CU)[1]	Alexander W. Astin Arthur W. Chickering Arthur Cohen* (CJC) Robben W. Fleming Martin Meyerson John W. Oswald* (CJC) Virginia Y. Trotter* (FG) Clifton R. Wharton E. T. York	
Private		Howard R. Bowen William G. Bowen Luther Foster David Riesman Virginia Smith* (FG)	
Other	Arthur Cohen* (CU) Edmund J. Gleazer* (MO)		Eugene Bottoms* (SG) William A. Fowler* (MO)

Foundations (F)	Membership Organizations (MO)	Other Educational Organizations (OEO)	State Government (SG)	Federal Government (FG)
Clark Kerr	William A. Fowler*(VTS)	K. Patricia Cross	William Arceneaux	(Terrel H. Bell*)[2] (SG)
Alan J. Pifer	Edmund J. Gleazer*(CJC)	Harold L. Hodgkinson*(FG)	Terrel H. Bell*(FG)	Mary Berry
	Roger W. Heyns	Francis Keppel	Eugene Bottoms*(VTS)	Ernest L. Boyer
	Morris T. Keeton	Layton Olson	Patrick M. Callan	John Brademas
	Richard M. Millard*(SG)	James A. Perkins	Samuel B. Gould	Joseph A. Califano
	Frederic Ness	William Turnbull	Richard M. Millard*(MO)	William Ford
			James A. Norton	(Harold J. Hodgkinson*)(OEO)
				Carl Perkins
				Albert Quie
				(Virginia Smith*)(CU)
				(Virginia Trotter*)(CU)

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[1] "*" Indicates person appears in more than one column, with abbreviations in parantheses after the name indicating the other reference.

[2] Parentheses around name indicate person has held this affiliation in the recent past.

higher education were easier to identify than other areas of postsecondary education. Descriptions of these periodicals, reasons for inclusion, and circulation estiamtes are presented below. (Circulation estimates were obtained from the 1977 edition of Standard Periodical Dictionary.)

1. Chronicle of Higher Education. The Chronicle of Higher Education is a weekly newspaper published by Editorial Projects for Higher Education, Inc. (circulation 41,800). In the Sourcebook for Higher Education, Warren Willingham states: "The Chronicle is easily the best and most widely read news periodical on higher education. Well edited and attractively designed, this newspaper includes both short news items and in-depth analyses. It also does an excellent job of reporting important new research data and statements of commissions, task forces, and similar groups. Its weekly features include a summary of bills in Congress, Washington notes, coming events, job listings, and sentence annotations of recently published books. It . . . should be must reading for everyone interested in policy issues in higher education."

2. Change Magazine. Change is a monthly publication by Educational Change, Inc. (circulation 15,000). In its recent annual report, Change states that, "Change Magazine is deeply engaged in the national debate over future directions of the American culture and society and their educational implications: What do Americans of all ages need to learn about themselves and their changing world? Each month Change is read by over 60,000 leaders in the academic, government and intellectual life, and what appears is widely quoted in both public and professional circles." Change Magazine includes in-depth articles as well as reports, letters to the editor, editorials, and monthly columns on community colleges, research, media, and reviews of new books published.

3. Compact. This magazine is published quarterly by the Educational Commission of the States to represent a variety of views on important issues in education (all levels) with special attention to state-related developments (circulation 13,500). Recent articles include ones on federal government, public support for higher education, and a report from Washington on vocational education.

4. AAUP Bulletin. AAUP Bulletin is a newsletter published by the American Association of University Professors (circulation 75,000). This is the largest of the three major collective bargaining groups in higher education. The Bulletin comes out quarterly and contains news of the Association as well as articles on such topics as government of colleges and universities, the Association's position on government of universities and colleges, articles on equal pension benefits for males and females, and academic freedom and tenure.

5. Community and Junior College Journal. This journal of the American Association of Community and Junior Colleges provides information specifically on two-year colleges (circulation 45,000). The Journal contains reports on instructional innovations as well as more issue-oriented articles and a federal report column. A recent issue included articles on collective bargaining, increasing understanding between education and government, and strategic planning.

6. College Board Review. The major concerns of this quarterly publication by the College Entrance Examination Board (circulation 13,000) is the transition from high school to postsecondary education. It reports on diverse topics such as access to higher education by minority poverty students, career education, financial aid, student consumerism, and the changing educational scene.

Other sources considered but not included were The New York Times, student publications, and Education Daily. For both Education Daily and The New York Times selection of articles would have presented a problem. Education Daily presents only brief summaries, which would not lend themselves to identification of issues and data elements. Although The New York Times articles were longer, many were not issue oriented.

Content Analysis

The major methodology for analyzing opinion leaders' documents and journal articles is content analysis. The content analysis procedures are described below in terms of statement of an issue, initial identification of issue areas, preanalysis experiment, selection of articles and speeches, and procedures for content analysis.

Statement of an Issue. If an analytical procedure was to be developed, it was felt necessary to identify some specifications for how to state an issue. For this specification, we asked Richard Evert, a linguist at ETS, to review the section on definition of issues in our proposal and to make some recommendations about how to define an issue and how issues can be identified in content analysis. The documents he prepared are presented in Appendix E. After review, Richard Evert made several suggestions which were incorporated into the analysis: that an issue should be stated in the form of a question, and that the syntax of the question affects its value as a statement of an issue. For example, in a yes-no question, a yes answer can mean only one thing; but a no answer can mean many things. Therefore, he recommended avoiding using the yes-no format for stating an issue and also suggested that we avoid asking questions in the passive voice because habitual use of the passive encourages vagueness.

Initial Identification of Issue Areas. To facilitate the systematic collection of issues, we felt it important to have an initial hypothesis of what the issues might be. This list was generated at a meeting at ETS of the ETS project staff and George Brown. A summary of the initial issue areas is presented in Appendix F. These issue areas were developed after review of a number of sources of issues including suggestions from the ETS advisory committee and outside experts and a review of various periodicals. This initial outline of issue areas was used to classify issues generated in the content analysis step. Additions to the list were made in the critical content analysis stages.

Preanalysis Experiment. Before undertaking content analyses of the full articles, it was suggested that it might be possible to use ERIC/CIJE annotations in lieu of the entire article. This reasoning was prompted by the fact that each article has a number of subject terms (ERIC descriptors) assigned to categorize the article and most have about a 50-word annotation to further define the content of the article. A small experiment was carried out to determine whether or not such a procedure would be feasible.

Articles in Change were selected for the experiment. Fifty-five, 63, and 27 articles for the years 1975, 1976, and 1977 were categorized into broad subject areas as defined by the subject-matter vocabulary used by ERIC Clearinghouses to index the articles. A good overlap existed between these categories and the issue areas defined by our staff.

Several articles were then selected and the whole article content analyzed. Comparing content analysis results from CIJE annotations with those from the full article, it became clear that, although one was able to determine that the article dealt with an issue in postsecondary education, the full article had to be read to ferret out all the issues. It was decided that use of CIJE annotations would facilitate identification of potential articles for full analysis, but that full articles would be more appropriate for content analysis.

Selection of Articles and Speeches and Assignment to Readers. Speeches or articles from opinion leaders were selected by a quick scan of the entire set of material sent. In many cases, only one document had been sent. In those cases, that document was used. Where more than one was available, the quick reading verified whether or not it was a postsecondary related article. All those from an individual were placed in a pool, and one was selected at random.

Issue oriented journal articles (not including the Chronicle of Higher Education) were selected from all articles in the journals using ERIC/CIJE citations. The full article was then reviewed to verify that the selection was appropriate for analysis. Editorials were also reviewed and included if appropriate. The number of articles from each of five journals deemed appropriate candidates for analysis are summarized in Table 5.

Table 5

Frequency of Issue Oriented Articles

Journal	1975	1976	1977	Total
AAUP Bulletin	5	6	1	12
Change	13	20	21	54
College Board Review	12	6	5	23
Community & JC Journal	13	8	8	29
Compact	2	7	4	13
TOTAL	45	47	39	131
Total for Analysis	4	7	39	50

On the basis of discussions with NCES and project staff, it was decided that all 1977 articles would be included and that random samples would be drawn from 1976 and 1975. Accordingly, random samples were drawn from each year, yielding seven articles from 1976 and four articles from 1975. A total of 50 journal articles would be analyzed. The decision to weight the more recent years more heavily was a conscious one, based on the assumption that these articles would be most likely to contain emerging issues.

The procedures for selecting articles from the Chronicle of Higher Education were different, since it was not indexed by ERIC during the period of study. Each issue covering the period January 1975 to December 1977 was reviewed and, within each, articles judged appropriate were identified. Since we could not analyze all articles, a two-stage sampling process was undertaken. First, volume and issue numbers were randomly selected. Second, articles within those selected were randomly selected. Giving more weight to the most recent year, 15 articles were selected from the 1977 issues, 8 from 1976, and 7 from 1975.

Once all speeches and articles were identified, each was randomly assigned to two readers. Each reader followed the procedures for content analysis and compared results and resolved any differences with his or her coreader before the issues were finalized. Readers included Richard Fortna, Joan Knapp, Mark Kutner, Tin Sive Thant, and Cheryl Wild. All readers had graduate training and are familiar with the postsecondary education world.

To obtain consistency among readers, six documents were initially read, and analyzed by all readers. Results were discussed and prototype issue summaries prepared.

Procedures for Content Analysis. The following directions were given to readers for conducting the content analyses:

1. Read the article through and while doing so check off in the margins the sentences or passages that seem to state or imply an issue. Note in particular the beginning and end of the article where authors frequently cluster basic concerns as a preamble or summary.

2. After reading the article, go back to the checked passages or sentences and, on a separate piece of paper, either write them down verbatim or jot down in rough form the issues they call to mind.

3. Revise these quotations into formal issue statements, looking for bias, vagueness, or other problems in the original. Record the revised statements on the data collection form.

4. Identify the issue areas for each statement and record all that apply under the column heading "Issue Areas" on the data collection form.

5. Identify the level of postsecondary education with which the issue (or document) deals. Record that level (General Postsecondary, Community & Junior Colleges, Colleges & Universities Undergraduate, Graduate and Professional, or Vocational/Technical) under the column heading "Level" on the data collection form.

6. Record under each issue any data elements or information suggested by the author as useful to explicate the issue.

7. Record, in APA style, the bibliographic citation on the top of the data collection form.

The reference is given at the top, the postsecondary education level of the issue is in the left hand column, the issue areas represented by the issue statement are in the middle column, and the issue statement itself is presented on the right. The list of references included in the content analysis is presented in Appendix G and the content analysis summaries of the 121 documents are presented in Appendix H.

Results of these analyses are discussed in the next section.

RESULTS

The results section is divided into two major segments--quantitative summary of issue statements by areas and subareas and a descriptive summary of issue statements by area and subarea.

I. Quantitative Summary of Issue Statements

As described in the procedures section, each individual carrying out the content analysis was instructed to write issue statements based upon material in the article or speech. After writing the issue statement, the statement was to be assigned to the appropriate postsecondary education level--General Postsecondary, Community and Junior Colleges, Colleges and Universities Undergraduate, or Graduate and Professional. (The original scheme also included a Vocational/Technical level. This level was included with Community and Junior Colleges since so few were identified.) In addition, the individual assigned the issue statement to the issue area(s) to which it belonged. If an issue statement could not be classified by specific reference to a subissue, it was assigned to a general category. For example, if the statement dealt with Institutional Finance but not specifically with any one of the six subissue areas, such as Endowments, it was assigned to the general issue area. Obviously, many issue statements could be assigned to more than one issue area or subissue area. One of the most common combinations, for example, was Student Aid - Federal Programs and Government Regulation and Policy - Federal, State, and Local Relationships.

As a result of the content analyses of the 121 articles and speeches, 847 unique issue statements classified into one or more issue areas were identified. (Eleven issue statements could not be clasified into an issue area and are not included in this report.) Table 6 shows the number of issue statements by source (that is whether the issue statement was generated from opinion leader material, a journal article, or the Chronicle of Higher Education) and by level. Opinion leaders' documents yielded an average of 8.6 issues per document; the journal articles averaged 7.1 issues per article and the Chronicle of Higher Education articles averaged 4.7 issues per article.

TABLE 6

Number of Issue Statements
by Source and Level

Source	General Postsecondary	Community & Junior Colleges	Colleges & Universities Undergraduate	Graduate & Professional	Total
Opinion Leaders N = 41	153	38	125	36	352
Journal Articles N = 50	118	57	164	14	353
Chronicle of Higher Education N = 30	28	—	95	19	142
Totals	299	95	384	69	847

In order to summarize the issue statements, frequencies of classification into each of the subissue areas were obtained. Frequencies were tallied separately by source and level and are discussed in the following section. Issue area frequencies were obtained by totaling the number of issue statements in the subissue areas. Although these frequencies represent a quantitative measure of importance, they should be interpreted with some caution. First, broad issue areas with a number of subclassifications will contain more issue statements than a more specific issue area. For this reason, in interpreting results more weight should be given to the subissue area frequencies than broad issue area frequencies. Secondly, issue statements that can be classified into two or more categories count more heavily in the results than issue statements with a single classification. Finally, a different classification scheme may have resulted in different weighting. Although these possible interpretative problems exist, the quantification scheme does provide a rough indication of the important issues as indicated by this study.

In the following sections, results of the quantification scheme will be discussed in three sections (Totals, Totals by Source, and Totals by Level). Within each section, the narrative will discuss the following:

1. ranks for the 12 global issue areas;
2. ranks for the 67 subissue areas; and
3. comparisons between the global and subissue results.

Totals

The total numbers of issue statements classified into each of the subissue areas are presented in the far right column of Tables 7 and 8 (pages 33-36 and 44-47). Each issue statement was classified into an average of 1.9 subissue areas. The subissue area frequencies were totaled to obtain frequencies for the global issue areas. The total number of classifications into each subissue and issue area are discussed below.

Comments Concerning the 12 Broad Issue Areas. The global issue areas in Tables 7 and 8 are listed in order of total frequency of mention.

TABLE 7

Number of Issue and Subissue Statements by Source of the Statements*

	Opinion Leader Documents	Journal Article Documents	Chronicle Documents	Grand Total
1. Curriculum & Processes				
General Issues	15	14	3	32
a. Grading	4	7	4	15
b. New Programs/Courses	29(#4)	23(#6)	26(#3)	78(#4)
c. Prep.for Employment (Degrees)	7	5	8	20
d. Retention	2	12	3	17
e. Quality	26(#5.5)	28(#3)	30(#2)	84(#2.5)
f. Institutional Climate	6	17(#9.5)	12(#10.5)	35
Total	(#4)89	(#1)106	(#1)86	281
2. Government Regulation & Policy				
General Issues	10	9	3	22
a. Federal, State, and Local Relationships	113(#1)	58(#1)	43(#1)	214(#1)
b. Lobbying	1	6	3	10
Total	(#1)124	(#4)73	(#3)49	246
3. Institutional Finance				
General Issues	8	9	-	17
a. Endowments	5	2	1	8
b. Federal Aid	21(#8.5)	16	17(#4)	54(#7)
c. State Aid	16	10	1	27
d. Tuition & Fees	4	6	4	14
e. Public vs. Private	17	19(#8)	5	41
f. Health of Institutions	21(#8.5)	12	13(#7.5)	46(#10)
Total	(#3)92	(#3)74	(#4)41	207

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*Issue areas are listed in the order of total frequency of mention; rank orders of total frequency by source and rank orders of subissue frequency by total and source are indicated in parentheses for the top 10 ranks within each column.

TABLE 7 (continued)

	Opinion Leader Documents	Journal Article Documents	Chronicle Documents	Grand Total
4. Institutional Governance and Management				
General Issues	52(#2)	28(#3)	4	84(#2.5)
a. Management Systems	7	7	3	17
b. Productivity	1	6	1	8
c. Division of Funding	3	1	1	5
d. Accreditation	3	9	2	14
e. Institutional Goals	17	15	1	33
f. Enrollment	12	11	3	26
g. Facilities	1	4	3	8
Total	(#2)96	(#2)81	(#7)18	195
5. Values and Benefits of Postsecondary Education				
General Issues	19(#10)	11	5	35
a. Manpower/Job/Career Training	7	8	13(#7.5)	28
b. Educational Outcome	24(#7)	9	14(#5)	47(#9)
c. Economic Return	4	3	13(#7.5)	20
d. Personal Return	1	4	8	13
Total	(#6)55	(#9)35	(#2)53	143
6. Student Aid				
General Issues	2	-	2	4
a. Federal Programs	26(#5.5)	28(#3)	13(#7.5)	67(#5)
b. State Programs	4	10	-	14
c. Institutional Progs.	1	5	3	9
d. Tax Relief	-	-	-	-
e. Selective Entitlement	2	1	-	3
f. Who Benefits	4	5	3	12
g. Default Rates on Loans	1	2	5	8
Total	(#7)40	(#7)51	(#5)26	117
7. Admissions				
General Issues	12	3	2	17
a. Recruitment	3	12	4	19
b. Selection	6	16	7	29
c. Affirmative Action	15	25(#5)	10	50(#8)
d. Transfer/Migration	-	-	-	-
Total	(#8)36	(#6)56	(#6)23	115

TABLE 7 (continued)

	Opinion Leader Documents	Journal Article Documents	Chronicle Documents	Grand Total
8. Lifelong Learning				
General Issues	37(#3)	20(#7)	-	57(#6)
a. Institutions	2	9	-	11
b. Programs	14	12	1	27
c. Students	5	4	-	9
d. Vocation	2	2	3	7
Total	(#5)60	(#8)47	(#11)4	111
9. Faculty & Personnel				
General Issues	4	11	4	19
a. Renewal/Development	3	5	-	8
b. Retirement	1	6	2	9
c. Tenure/Reward System	1	10	-	11
d. Collective Bargaining	4	10	11	25
e. Academic Freedom	3	2	-	5
f. Affirmative Action	2	16	-	18
Total	(#9.5)18	(#5)60	(#8)17	95
10. Student Characteristics				
General Issues	16	5	12(#10.5)	33
a. Resident/Commuter	1	1	2	4
b. Family Characteristics	-	1	-	1
c. Full-time/Part-time	-	1	-	1
d. Working Student	1	1	-	2
Total	(#9.5)18	(#11)9	(#9)14	41
11. Legal				
General Issues	-	9	3	12
a. State Aid	1	-	-	1
b. Constitutional Issues	5	17(#9.5)	5	27
Total	(#12)6	(#10)26	(#10)8	40

TABLE 7 (continued)

	Opinion Leader Documents	Journal Article Documents	Chronicle Documents	Grand Total
12. Research				
General Issues	2	2	-	4
a. Federal Control	1	1	1	3
b. Setting Priorities	3	1	-	4
c. Institutional Concerns	2	2	-	4
Total	(#11)8	(#12)6	(#12)1	15
GRAND TOTAL	642	624	340	1606

Looking at the totals for each issue area, the top ranked is Curriculum and Processes. This area includes issues and concerns about grading practices, new programs and courses, preparation for employment, retention of students once admitted, the quality of educational programs, and the nature of the institution's academic and social climate. The Curriculum and Process area received 281 mentions, 35 more than second ranked Government Regulation and Policy. Of the total number of mentions, these two garnered about one-third. Only two other issue areas reached or approached the 200 mark: third ranked Institutional Finance received 207 while fourth ranked Institutional Governance and Management received 195. Issues dealing with the Values and Benefits of Postsecondary Education ranked fifth with 143 mentions. In total, the top five issue areas account for over two-thirds of the total number of mentions.

The three issue areas ranked lowest were Student Characteristics (ranked 10th), Legal (ranked 11th), and Research (ranked 12th). These three areas together received only 96 mentions with Research at the very bottom with 15.

Comments Concerning the 67 Subissue Areas. By ranking the top 10 of 67 subissue areas, we find a slightly different picture and gain some insight into the nature of the most frequently mentioned issues. The top ranked subissue areas are indicated in Tables 7 and 8 by numbers in parenthesis to the right of the frequencies and are as follows: (1) Government Regulation and Policy - Federal, State, and Local Relationships; (2) Institutional Governance and Management - General; Curriculum and Processes - Quality; (3) Curriculum and Processes - New Programs and Courses; 4 Student Aid - Federal Programs;

(5) Lifelong Learning - General; Institutional Finance - Federal Aid; (6) Admissions - Affirmative Action; (7) Values and Benefits of Postsecondary Education - Educational Outcomes; and, (8) Institutional Finance - Health of Institutions.

Government Regulation and Policy - Federal, State, and Local Relationships received by far the most with 214 mentions. A closer look at the data indicates that this issue area is most frequently mentioned in conjunction with Institutional Finance - Federal Aid; Student Aid - Federal Programs, and Institutional Governance and Management - General. Almost one-third of the 84 issue statements classified under Institutional Governance and Management were also classified under this subissue area. The top 10 rank subissue areas come from only 7 of the broad issue areas. Those global areas not included in the top 10 were Research, Legal, Faculty and Personnel, Values and Benefits of Postsecondary Education, and Student Characteristics. Two subissues under Institutional Finance appear in the top 10 - Federal Aid, and Health of Institution - and two subissues under Curriculum and Processes appear in the top 10 - New Programs and Courses and Quality.

Two subissue areas received no mention at all - Student Aid - Tax Relief, and Admissions - Transfer/Migration. Subissue areas mentioned at least once but fewer than five times include Student Aid - General and Selective Entitlement; Student Characteristics - Resident or Commuter, Family Characteristics, Full Time or Part Time, and Working Student; Legal - State Aid; and Research - General, Federal Control, Setting Priorities, and Institutional Concerns.

Discussion and Comparison. Looking at the ranks across the 12 broad areas and across the 67 subissue areas, one observes two slightly different but related measures of the currency of issues. In one, Curriculum and Processes ranks first; in the other, Government Regulation and Policy - Federal, State, and Local Relationships ranks first. In the detailed look at 67 subissues, two subissue areas of Curriculum and Processes are ranked in the top four, lending support to the contention that this is indeed an important issue area. Other similarities between the two analyses and top 10 rankings include the following.

- Two issue areas not included in the top 10 when looking at the 12 global areas are Research and Legal.
- Five issue areas are not included in the top 10 when looking at the 67 subissue areas -- Research, Legal, Faculty and Personnel, Values and Benefits of Postsecondary Education, and Student Characteristics.
- Institutional Finance, ranked third by the global approach, appears in the top 10 of the 67 subissue area analyses twice with ranks of 7 and 10.
- Curriculum and Processes, ranked first by the global approach, appears in the top 10 of the 67 subissue area analyses twice with ranks of 2.5 and 4.

Totals by Source

Comments Concerning the 12 Broad Issue Areas. Ranks by source are quite similar overall as evidenced by the rank order correlations among the three frequency distributions in Table 7. (In Table 7 the rank orders of frequency by source will be found to the left of the totals for each issue area.) Correlations are .75 between ranks of opinion leaders documents and journal articles, .61 between opinion leaders documents and the Chronicle of Higher Education, and .64 between the Chronicle and journal articles. Though each source has much in common with the other two, there are sufficient differences among the three, judging from the size of the correlations, to justify examining each source separately.

The top ranked broad issue area, as evidenced by opinion leader material, was Government Regulation and Policy. The other two sources place most emphasis on Curriculum and Processes. Rank 2 for opinion leaders' documents and journal articles was Institutional Governance and Management while for the Chronicle material it was Values and Benefits of Postsecondary Education. Rank 3 for both opinion leaders and journal articles was Institutional Finance while the Chronicle material yielded Government Regulation and Policy.

The top four, generally agreed upon issue areas across sources (Curriculum and Processes, Government Regulation and Policy, Institutional Finance, Institutional Governance and Management) represented 929 mentions or 58 percent of the total. The bottom three issue areas for opinion leader documents were Faculty and Personnel, Student Characteristics, and Legal and Research. Student Characteristics and Legal and Research ranked lowest for journal articles, while Lifelong Learning, and Legal and Research were least frequently mentioned in the Chronicle articles.

Rank order correlations between the sources and the total indicate that the opinion leaders' ranks bear the closest relationship to the overall ranking of issues. Correlations are .92 between opinion leaders documents and the total, .85 between journal articles and the total, and .88 between the ranking of issues in the Chronicle and the total. Given the size of the rank order correlations, it would appear that, regardless of source, one can obtain a very accurate representation of the current issues in postsecondary education.

Comments Concerning the 67 Subissue Areas. Ranking the top 10 of the 67 subissue areas, we find a slightly different picture. As with the first overall analysis, however, we still find a considerable amount of consistency. Across the three sources, ranks of the top 10 are presented in Table 7, to the right of the subissue frequencies.

It is quite evident that Government Regulation and Policy - Federal, State, and Local Relationships has the top rank across sources. As with the first breakout, it is evident that some subissue areas are expressed as concerns more often than others, and some are not included at all in the top 10. All of the sources, show two of the Curriculum and Processes subissue areas in the top 10—New Programs and Courses and Quality—while a third subissue--Institutional Climate--is the top 10 of journal and Chronicle articles. Other frequently mentioned subissues in opinion leader's documents and Chronicle are Institutional Finance - Federal Aid and Health of Institutions.

It is clear that rankings of top subissue areas are quite similar by source. Except for minor variations, the subissues occurring most frequently in the total also appear in each source. Subissues touched upon six major issue areas in the Chronicle articles while opinion leaders documents covered seven and journal articles covered eight major areas. Across all three sources the only major areas not touched were Research and Faculty and Personnel.

Discussion and Comparison. As with the comparison of the totals earlier, comparisons by source using the 12 global areas and the 67 subissue areas yield slightly different results. Across all sources both opinion leaders ranked Lifelong Learning - General as third while the journals articles had this issue area ranked 7, and it did not appear in the top 10 issue areas in the Chronicle material.

By source within the detailed analysis we find that journal articles yielded issues that fell in all but 4 of the 12 global areas: Research, Faculty and Personnel, Values and Benefits of Postsecondary Education, and Student Characteristics. Opinion leader issue statements fell in all but 5 of the 12 global areas: Research, Legal, Admissions, Faculty and Personnel, and Student Characteristics. The Chronicle of Higher Education generated issues which fell in only half of the issue areas. Those not used were: Institutional Governance and Management, Research, Legal, Admissions, Faculty and Personnel, and Lifelong Learning.

All sources ranked Government Regulation and Policy - Federal, State and Local Relationships as the number one subissue area while only the opinion leaders documents ranked the global issue of Government Regulation and Policy as first in the analysis of the 12 global areas. In the detailed analysis of the 67 subissues, opinion leaders ranked Institutional Governance and Management - General, second; Chronicle articles ranked Curriculum and Processes - Quality as second; and for journal articles these two were tied with Student Aid - Federal Programs for second.

Totals by Level

Comments Concerning the 12 Broad Issue Areas. Table 8 presents numbers of issue and subissue statements by postsecondary education level. Ranks of the global areas are presented to the left of their frequencies. Ranks by level are not as similar as they were for source, which implies that concerns or issues being expressed at one level are different from those being discussed at another level. Differences in total number of issues at each level are also large. These differences may be a function of the sources, rather than relative importance of the levels.

Rank order correlations between General Postsecondary and Community and Junior Colleges, Colleges and Universities Undergraduate, and Graduate and Professional levels are .81, .57, .33, respectively. Correlations between Community and Junior Colleges and Colleges and Universities Undergraduate and Graduate and Professional are .45 and .23, respectively. The correlation between College and Universities Undergraduate and Graduate and Professional is .88. Though each level has something in common with each of the others, the correlations seem to more than justify presenting the data separately by level so that the differences can be examined.

Rank order correlations between the levels and the total indicate that the Colleges and Universities Undergraduate and General Postsecondary levels bear the closest relationship to total rankings. Correlations were .94 and .80, respectively. Community and Junior Colleges total was .63, while Graduate and Professional total was .74.

Since the correlations are highest between the General Postsecondary and Community and Junior Colleges levels and between the Colleges and Universities Undergraduate and Graduate and Professional levels, the similarities and differences between the two pairs will be discussed.

The General Postsecondary and Community and Junior Colleges' levels have much in common, although there are some interesting differences. At the General Postsecondary level, Government Regulation and Policy ranks

TABLE 8

Number of Issue and Subissue Statements by Level of Education*

	General Postsecondary	Community & Junior Colleges	Colleges & Universities Undergraduate	Graduate & Professional	Total
1. Curriculum & Processes					
General Issues	16(#7)	4	10	2	32
a. Grading	2	1	12	-	15
b. New Programs/Courses	15(#8)	10(#4)	40(#2.5)	13(#2)	78(#4)
c. Prep.for Employment (Degrees)	-	4	14	2	20
d. Retention	2	2	10	3	17
e. Quality	23(#5)	5	40(#2.5)	16(#1)	84(#2.5)
f. Institutional Climate	10	2	21(#10.5)	2	35
Total	(#3)68	(#3)28	(#1)147	(#1)38	281
2. Government Regulation & Policy					
General Issues	15(#9)	-	5	2	22
a. Federal, State, and Local Relationships	91(#1)	20(#1)	93(#1)	10(#3)	214(#1)
b. Lobbying	3	3	3	1	10
Total	(#1)109	(#4)23	(#3)101	(#5.5)13	246
3. Institutional Finance					
General Issues	6	5	5	1	17
a. Endowments	2	-	6	-	8
b. Federal Aid	12	5	31(#6)	6(#5.5)	54(#7)
c. State Aid	9	4	12	2	27
d. Tuition & Fees	5	1	7	1	14
e. Public vs. Private	6	1	33(#4.5)	1	41
f. Health of Institutions	7	-	33(#4.5)	6(#5.5)	46(#10)
Total	(#6)47	(#7)16	(#2)127	(#3)17	207

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*Issue areas are listed in the order of total frequency of mention; rank orders of total frequency by level and rank orders of subissue frequency by total and level are indicated in parentheses for the top 10 ranks within each column.

TABLE 8 (continued)

	General Postsecondary	Community & Junior Colleges	Colleges & Universities Undergraduate	Graduate & Professional	Total
4. Institutional Governance and Management					
General Issues	35(#4)	18(#2)	28(#8)	3	84(#2.5)
a. Management Systems	2	5	9	1	17
b. Productivity	2	4	2	-	8
c. Division of Funding	-	1	3	1	5
d. Accreditation	7	-	5	2	14
e. Institutional Goals	9	5	18	1	33
f. Enrollment	6	2	14	4(#10)	26
g. Facilities	1	2	4	1	8
Total	(#4)62	(#1)37	(#4)83	(#5.5)13	195
5. Values and Benefits of Postsecondary Education					
General Issues	11	2	17	5(#9)	35
a. Manpower/Job/Career Training	2	8(#7)	15	3	28
b. Educational Outcome	15(#9)	5	21(#10.5)	6(#5.5)	47 (#9)
c. Economic Return	4	1	14	1	20
d. Personal Return	3	1	9	-	13
Total	(#7)35	(#6)17	(#5)76	(#4)15	143
6. Student Aid					
General Issues	1	1	2	-	4
a. Federal Programs	36(#3)	5	26(#9)	-	67(#5)
b. State Programs	5	4	4	1	14
c. Institutional Progs.	2	-	6	1	9
d. Tax Relief	-	-	-	-	-
e. Selective Entitlement	2	1	-	-	3
f. Who Benefits	8	1	3	-	12
g. Default Rates on Loans	4	-	4	-	8
Total	(#5)58	(#8)12	(#7)45	(#8.5)2	117
7. Admissions					
General Issues	6	1	7	3	17
a. Recruitment	6	1	7	5(#9)	19
b. Selection	9	-	15	5(#9)	29
c. Affirmative Action	13	2	29(#7)	6(#5.5)	50(#8)
d. Transfer/Migration	-	-	-	-	-
Total	(#8)34	(#9.5)4	(#6)58	(#2)19	115

TABLE 8 (continued)

	General Postsecondary	Community & Junior Colleges	Colleges & Universities Undergraduate	Graduate & Professional	Total
8. Lifelong Learning					
General Issues	46(#2)	9(#5)	1	1	57(#6)
a. Institutions	5	5	1	-	11
b. Programs	13	12(#3)	2	-	27
c. Students	3	6(#9.5)	-	-	9
d. Vocation	4	1	2	-	7
Total	(#2)71	(#2)33	(#11)6	(#11)1	111
9. Faculty & Personnel					
General Issues	6	8(#7)	4	1	19
a. Renewal/Development	1	-	7	-	8
b. Retirement	8	-	1	-	9
c. Tenure/Reward System	1	4	6	-	11
d. Collective Bargaining	7	8(#7)	9	1	25
e. Academic Freedom	1	-	4	-	5
f. Affirmative Action	6	-	12	-	18
Total	(#9)30	(#5)20	(#8)43	(#8.5)2	95
10. Student Characteristics					
General Issues	20(#6)	1	11	1	33
a. Resident/Commuter	2	-	2	-	4
b. Family Characteristics	1	-	-	-	1
c. Full-time/Part-time	-	1	-	-	1
d. Working Student	2	-	-	-	2
Total	(#10)25	(#11.5)2	(#10)13	(#11)1	41
11. Legal					
General Issues	6	-	5	1	12
a. State Aid	-	-	1	-	1
b. Constitutional Issues	7	2	15	3	27
Total	(#11)13	(#11.5)2	(#9)21	(#7)4	40

TABLE 8 (continued)

	General Postsecondary	Community & Junior Colleges	Colleges & Universities Undergraduate	Graduate & Professional	Total
12. Research					
General Issues	-	2	1	1	4
a. Federal Control	1	-	2	-	3
b. Setting Priorities	3	1	-	-	4
c. Institutional Concerns	3	1	-	-	4
Total	(#12)7	(#9.5)4	(#12)3	(#11)1	15
GRAND TOTAL	559	198	723	126	1606

as the number one issue area while at the Community and Junior Colleges level Institutional Governance and Management is the number one issue area. Both levels, however, then rank Lifelong Learning and Curriculum and Processes as the second and third most important issue areas. Fourth most important for General Postsecondary was Institutional Governance and Management while for Community and Junior College it was Government Regulation and Policy--a flip-flop for the first and forth ranked issue areas between levels. The top four issue areas were mentioned 431 times out of 757 for these two levels. That is about 57 percent of the total.

Colleges and Universities Undergraduate and Graduate and Professional are quite similar in their rankings of global issues. As was mentioned earlier, the rank order correlation between the two levels was .88. Both ranked Curriculum and Processes first. Second ranked for Colleges and Universities Undergraduate was Institutional Finance while for Graduate and Professional it was Admissions, the latter probably the result of all the press the Bakke case had received. Institutional Finance ranks third at the Graduate and Professional level. Third, fourth, and fifth ranks at Colleges and Universities Undergraduate level were Government Regulation and Policy, Institutional Governance and Management, and Values and Benefits of Postsecondary Education.

Comments Concerning the 67 Subissue Areas. Ranking the top 10 of the 67 subissue areas by level are found to the right of the subissue frequencies in Table 8. For three of the levels, the number one ranked subissue was Government Regulation and Policy - Federal, State, and Local Relationships. However, at the Graduate and Professional level, Curriculum and Processes - Quality ranked number one.

None of the levels reflected concern over all 12 global issue areas in the top 10 subissue areas. Global issue areas not appearing at any level are Research and Legal. Other areas appearing only once or twice are Student Aid, Faculty and Personnel, and Student Characteristics.

In the top five ranks across the levels, there are three subissues included in three of the four levels: Curriculum and Processes - New Programs and Courses, Curriculum and Processes - Quality, and, of course, the top ranked Government Regulation and Policy - Federal, State, and Local Relationships. Two other subissues are included at least twice in the top five: Institutional Fiance - Health of Institutions, and Institutional Governance and Management - General.

Discussion and Comparison. As one examines the two analyses, by 12 global areas and by 67 subissue areas, it becomes increasingly more evident that one should place more reliance on the detailed analysis. Because of the marked differences across levels of postsecondary education, it is possible to identify more appropriate issue areas for examination.

Looking at the subissue analysis, the following areas are frequently mentioned among the top 10 at all levels: Government Regulation and Policy - Federal, State, and Local Relationships and Curriculum and Processes - New Programs and Courses. Curriculum and Processes - Quality ranks first at the Graduate and Professional level but is not among the top 10 at the Community and Junior Colleges level.

Further examination of the detailed analysis yields other interesting differences as well. For example, issues in the area of Lifelong Learning are frequently found at the General Postsecondary and Community and Junior Colleges levels while they are not found at the Colleges and Universities Undergraduate and Graduate and Professional levels. Conversely, Admissions issues are frequently cited at the second two levels but not at the first two.

II. Descriptive Summary of Issue Statements by Global Area and Subissue Area

In the previous section, quantitative descriptions of the issue areas and subissue areas were presented. The purpose of the following section is to describe the concerns expressed in the issue statements derived from the content analysis. Issue areas are listed in order of total frequency of mention. For each issue area, an overview, followed by a summary of issue statements in each subissue area, and possible data elements are presented. Recommendations about issues that appear to be of greatest concern and most important for further investigation by NCES are presented in the next section. Refer to Appendix H to review specific issue statements.

Overview of Curriculum and Processes

This is the largest issue area of the 12 major areas. Sixty-eight issues are classified at the General Postsecondary level, 28 at the Community and Junior Colleges level, 147 at the Colleges and Universities Undergraduate level, and 38 at the Graduate and Professional level. Major concerns include how various educational characteristics affect quality of education and the values of various curricula.

General Curriculum and Processes. Sixteen issue statements at the General Postsecondary level, four at the Community and Junior Colleges level, ten at the Colleges and Universities Undergraduate level, and two at the Graduate and Professional level are classified as General Curriculum and Processes. About half are cross-classified with Institutional Government and Management and deal with concerns about how future changes in organization and management (e.g., "communiversity") will effect curriculum and processes of education. Other issues include the effect of nontraditional programs on curricula and outcomes of education, how students should be evaluated, how or what students should learn, and the effect of state and federal governments on educational programs.

Grading. Only 15 issues are classified here, with 12 of them at the Colleges and Universities Undergraduate level. Issues discussed most frequently are the limitations of traditional measures of student performance and grading standards and grade inflation. Also mentioned are teacher-student relationship, contract learning, and recognition of individual differences.

New Programs/Courses. This is the second largest subarea of the Curriculum and Processes issue area, and the fourth ranked subissue area. Fifteen statements are categorized at the General Postsecondary level, 10 at the Community and Junior Colleges level, 40 at the Colleges and universities Undergraduate level, and 13 at the Graduate and Professional level. Frequent cross-classification includes Curriculum and Processes - Quality, Curriculum and Processes - Institutional Climate, and Values and Benefits of Postsecondary Education - Educational Outcome. Issues include the following:

- o How do the following enhance or detract from the institution's ability to develop innovative programs?
    - o size of institution
    - o public or private status
    - o credit policies
    - o financial troubles
    - o government regulations
    - o tenure regulations
- o Of what should the curriculum of undergraduate education consist (e.g., a common core curriculum, free elective courses, liberal arts versus professional or technical courses, structured versus unstructured)?

Concerns also include procedures for awarding credit, evaluation of curricula and programs, student evaluation, effect of learning contracts, and effect of programs on minorities and handicapped. Concerns at the Graduate and Professional level involve the effect of statewide planning, especially on duplication of graduate programs, and problems of quality and regulation of nontraditional programs.

Preparation for Employment (Degrees). Twenty issue statements--4 at the Community and Junior Colleges level, 14 at the Colleges and Universities Undergraduate level, and 2 at the Graduate and Professional level--are classified in this area. Major issues may be stated as follows:

- o What is the relationship of undergraduate education to employment at graduation, especially in regard to major field of study, quality of the institution's counseling facilities, existence of mass access to education, and single sex versus coeducational college?

- What is the role of the community and junior college in vocational and occupational education and helping youth in transition?

- How should graduate education consider employability of their graduates in designing curricula and counseling for advanced study?

Retention. Seventeen issue statements--10 at the Colleges and Universities Undergraduate level, 3 at the Graduate and Professional level, and 2 at each of the other levels--are classified here. The major issue mentioned in half of the issue statements is summarized below:

- What are the variables that influence retention (e.g., availability of residential facilities, student involvement in campus life, availability of student employment, availability of financial support, single sex versus coeducational college, community college versus four-year institution, academic ability, public versus private college, student motivation) and how should these variables influence institutional policy and programs?

Graduate and professional schools are concerned about ways to encourage retention during financially difficult years and about retention of minority students. The implications of attrition rates for planning student financial support programs are mentioned several times.

Quality. The subissue of Quality is mentioned 84 times, more than any other in the Curriculum and Processes issue area, and is tied for second ranked subissue area. Twenty-three statements are classified at the General Postsecondary level, 5 at the Community and Junior Colleges level, 40 at the Colleges and Universities Undergraduate level, and 16 at the Graduate and Professional level. Frequent cross-classifications include Institutional Climate, New Programs and Courses, and subareas of the Values and Benefits of Postsecondary Education issue area (especially Educational Outcome).

At least 50 of the Quantity issues raised can be related to the following summary statement:

- o How do the following affect quality of postsecondary education and student learning?
  - o faculty collective bargaining/faculty turnover
  - o accreditation
  - o demands for accountability and evaluation
  - o federal regulations
  - o nontraditional programs
  - o dissemination of information about educational programs
  - o use of technology
  - o size of institution
  - o type of curriculum requirements
  - o private versus public
  - o single sex or coeducational
  - o black colleges and graduate schools
  - o summer sessions/continuing education
  - o financing
  - o commuter institutions

At the Graduate and Professional level, more than one third of the statements deal with how quality of graduate and professional schools should be measured and how this information should be used.

Institutional Climate. Thirty-five issues are classified in this category, about two-thirds of which are cross-classified with Curriculum and Processes - Quality. Ten are at the general Postsecondary level, 2 at the Community and Junior Colleges level, 21 at the Colleges and Universities Undergraduate level, and 2 at the Graduate and Professional level.

Relevant Data Elements for Curriculum and Processes

- o Measures of quality of specific types of educational programs.
- o Student personal growth and satisfaction.
- o Data on employment after graduation.
- o Data comparing attrition rates in various programs and among students with different types of financial support.

- Sources of pressures for consumerism and accountability.
- Legal information on suits and court rulings.
- Define new programs and policies in relation to traditional educational services and practices.
- Trends in what each type of institution is offering and where.
- Measures of attractiveness to students, accessability of faculty, curricula, innovative programs, library resources, quality of students, "effective professional" environment.
- Revenue per student, percent of faculty with doctorates, size of institution, student freedom to choose courses, instructors' interest in students, cultural facilities and programs.
- Numbers of black studies programs by type and location of college.
- How are institutions evaluated?
- How have institutional services and programs evolved over the last decade?
- What are the socio/economic/cultural factors contributing to major policy and program changes?
- What socio/economic/cultural factors point to the demise or obsolescence of traditional policies and practices?
- Graduate and professional schools retention data for blacks or whites.
- What are retention rates for black and whites?
- What is the role of the community college in the "communiversity"?
- Do community colleges use the "communiversity" approach?
- Do credit or noncredit classes use mastery of core competencies?
- What are the characteristics of the students enrolled in credit and noncredit classes?
- Student personal growth, satisfaction, student/faculty relationships, involvement in educational programs, implementation of career plans upon graduation, variety of courses offered, social life.

- What community resources are available to alternative educational programs?
- What are the benefits of traditional grading practices versus mastery of competencies for community colleges?
- What courses are nontraditional clientele now taking?

Overview of Government Regulation and Policy

Four issue areas are stressed, two most strongly. Provisions of information for students and others by the federal government shares equal frequency with concern about what states' responsibilities are with regard to higher education. Access to quality education by all and concern about a cabinet level Department of Education share equal emphasis, but neither appear as often as the first two mentioned.

General Government Regulation and Policy. Of the 22 statements in this area, 15 are at the General Postsecondary level, 5 at the Colleges and Universities Undergraduate level, and 2 at the Graduate and Professional. The most persuasive issue statements in this area have to do with the problems created by various federal and state rules and regulations associated with institutional finance and student aid. Postsecondary institutions, particularly undergraduate colleges and universities, are more than willing to accept federal and state funds but are quite reluctant to comply fully with the rules and regulations requiring complete institutional accountability for those funds.

Federal, State, and Local Relationships. This is the overall highest ranked of the subissue areas and is ranked first by all levels except Graduate and Professional where it is ranked third. Subissue areas most frequently cited along with this subissue area include Institutional Finance - Federal Aid, Student Aid - Federal Programs, and Institutional Governance and Management. Under Institutional Finance - Financial Aid, General Postsecondary, and Community and Junior Colleges, concerns focus sharply on the state governement's control of institutions and its role in handling federal funds. Colleges and universities on the other hand seem most concerned with the legal aspects of federal aid to private and church-related institutions and their resulting loss of autonomy with increasing federal regulation. Under Student Aid - Federal Programs, by far the most critical issue across all levels is concern over the joint determination of meaningful rules and regulations and the design and implementation of a new system of federal student aid that would standardize much of what is now diverse. Determination of state allocations and problems with the federal Guaranteed Student Loan Program are also mentioned. Finally, concerns related to statewide coordination and governance are also expressed as well as accountability, receipt and management of financial assistance, and consumerism.

Government Regulation and Policy - Lobbying. Only ten issue statements appeared in this category. Three general areas were discussed most often: advantages and disadvantages of a cabinet-level Department of Education, how to effectively promote lifelong learning, and the effect of student influence (lobbying) on behalf of higher education.

Relevant Data Elements for Government Regulation and Policy

- Among the range of legislative topics proposed or considered by state legislatures, how much attention is given to topics directly pertaining to the expansion of public community colleges?

- o Do state legislative activities show that the level of funding and other support for community and junior colleges is a major issue?
- o Is there legislative support for the concept of community-based, performance-oriented education?
- o What kinds of agencies do states have, under what conditions were they established, and have these changed?
- o What administrative and policy areas are affected by the qualifications or limitations of state funding legislation?
- o What do state legislators do with federal funds?
- o State initiated inventories of postsecondary opportunities, including acceptance ratios, price information, program requirements, transfer policies, course acceptability, placement information.
- o State standards for descriptions or postsecondary institutions.
- o How can institutional "self-policing" be enforced (with regard to misrepresentation, etc.) in a competitive institutional market?
- o Areas in which violations and potential violations regularly occur.
- o What practices are covered or what violations are specifically prohibited by federal/state regulations?
- o How many states have policies on private higher education?
- o Dollars HEW gives to postsecondary education, by the various government departments.
- o What information is currently required by state and federal regulation?
- o Information on statewide management systems.
- o How is statewide planning done? Public institutions only? Public and private?

Overview of Institutional Finance

A total of 207 issue statements were classified in one of the six sub-issue areas or in the general area of Institutional Finance. Federal Aid, Health of Institutions, and Public versus Private were the most frequently occurring subareas, although General Institutional Finance and Federal Aid were the most frequent at the Community and Junior Colleges level. The themes most frequently occurring in the Institutional Finance area are summarized below, in order of frequency:

1. To what extent should federal, state, and local tax dollars be used in financing private higher education? What are the quality, planning, and fiscal implications of such funding for both public and private higher education?
2. What is the appropriate relationship of local, state, and federal governments in financing community colleges, colleges and universities, and graduate and professional schools?
3. To what extent does the state (or federal) government have a right to regulate postsecondary educational institutions and/or hold these institutions accountable for use of public funds? What are the effects of these regulations on institutions?
4. What are the effects of shrinking financial resources on students (student fees, financial aid, quality of programs, availability of single sex or minority programs, admissions decisions, etc.)?
5. To what extent can new methods of organizing postsecondary institutions and/or adding new programs improve the financial health of postsecondary educational institutions?

General Institutional Finance Statements. Seventeen issue statements, all but one of them evenly distributed between General Postsecondary, Community and Junior Colleges, and Colleges and Universities Undergraduate levels, are classified under the general area of Institutional Finance. More of the issue statements about community colleges fall in this category than in any of the subissue areas of Institutional Finance. Several issue statements concern the "communiversity"--how it would be financed and organized. Others are concerned with funding and growth of community colleges and implications for staffing, cost to students, educational opportunities provided, and contributions by local governments. At the Colleges and Universities Undergraduate level, the impact of diversity of funding on quality of education, institutional autonomy, and financial health are important. Also included are statements about quality of black colleges and private colleges.

Endowments. Of the eight issue statements classified under Endowments, two deal with general postsecondary education and six with colleges and universities. Points of concern include the effect of admissions practices on endowments, effect of endowment planning on financial health of institutions, strategies for eliciting support from the state government, business, and industry, and the effect of endowment fund planning on federal and state government support.

Federal Aid. Of the 54 statements classified in this subarea, 31 occur at the Colleges and Universities Undergraduate level, 12 at the General Postsecondary level, 6 at the Graduate and Professional level, and 5 at the Community and Junior Colleges level. Thirty-eight of the 54 are cross-classified with Government Regulation and Policy--Federal, State, and local Relationships. Issues of concern include the relationships of federal control to level of funding, appropriate level of institutional accountability for federal funds, appropriateness of federal funding to private institutions, responsibility of government to provide funds to comply with federal regulations, relationship of federal funding to financial health of institutions, and the cost of federal regulations. Three statements also deal specifically with the effects of federal funding on vocational education. Several also deal with the relationship between federal and state control of federal money.

State Aid. Twenty-seven issue statements deal with State Aid, one-third of which are concerned with the relationship between state and federal aid. Other concerns include the priority of state funding of education, how private institutions should be viewed in state planning and funding, and the desirability of funding duplicate programs within a state.

Tuition and Fees (Basic Student Charges). Fourteen issue statements are classified into Basic Student Charges: five at the General Postsecondary level, one at the Community and Junior Colleges level, seven at the Colleges and Universities Undergraduate level, and one at the Graduate and Professional level. Concerns include the disproportional financial effect of institutional financial problems on minority students and students in general, the effect of inflation on tuition, differential tuition charges for public and private institutions, and the effect of financial problems on collective bargaining. Also dealt with are the appropriate balance of state and federal assistance and student charges. The relationship between tuition and the growth of community and junior colleges is also mentioned.

Public vs. Private. Almost half of the 41 issue statements in this area deal with state and federal funding of private higher education and the implications (in terms of control, planning, and cost the of meeting federal regulations) for private institutions. Many of the statements also deal with the advantages of maintaining a strong private higher education sector. Another statement discussed competition for enrollment between public and private colleges. The one issue raised at the Community and Junior Colleges level concerns the possibility of making contractual agreements between proprietary schools and community colleges.

Health of Institutions. Of the 46 issue statements in this category, 7 occur at the General Postsecondary level, 33 at the Colleges and Universities Undergraduate level, and 6 at the Graduate and Professional level. Issues include how nontraditional programs (including vocational education), new organizations (e.g., the "communiversity" and military schools), and a raise in the retirement age will financially affect traditional institutions. Also of concern are public policies (state and federal) for support of both public and private institutions and their relationship to financial health of the institutions. Other issues include the fiscal implications, for institutions of higher education, of the national economic situation, the need to compete for students and funds, and the need to meet federal regulations. Other statements deal with the impact of institutional financial problems on students (tuition aid, quality, availability, single sex colleges) and faculty (collective bargaining and turnover).

Relevant Data Elements for Institutional Finance

- Trend information on student fees and student financial aid by type of institution.
- Student fees and financial aid for minority vs. majority students.
- Local, state and federal support in relation to total budget for public vs. private institutions, community colleges, colleges and universities.
- Costs of federal and state regulations to institutions by type of funding and institution.
- Data concerning effect of new programs on health of institutions.

Overview of Institutional Government and Management

A total of 195 issues were classified into this general area or one of the subareas. More issues were included in the general area which tied for second highest rank, than any of the subareas. Institutional Goals and Enrollment were the most frequently used subareas. Productivity, Division of Funding, and Facilities were the least frequent subareas of concern. More Institutional Governance and Management classifications occur than for any other global issue area at the Community and Junior Colleges level. The major issues may be summarized as follows:

- o What are the alternative forms of government and management of postsecondary institutions in the future (e.g., community colleges, consortia, "communiversity", local control)? What will be the impact on existing institutions in terms of enrollment and funding?
- o What are the appropriate goals of postsecondary education and how can these goals be met?
- o What is the appropriate role of state governments and state coordinating agencies in planning and regulating postsecondary education?

General Institutional Government and Management. More issue statements (84) were classified in this area than in any subarea of the topic. Thirty-five are at the General Postsecondary level, 18 at the Community and Junior Colleges level, 28 at the Colleges and Universities Undergraduate level, and 3 at the Graduate and Professional level. About three-tenths are cross-classifications with Government Regulation and Policy - Federal, State, and Local Relationships. Others are cross-classified with General Curriculum and Processes, and of the Curriculum and Processes issue area. About one-third of the statements are concerned with what the forms of government and management in the future will be and how these will affect existing institutions. New forms suggested include the "communiversity," community colleges with greater local control, consortia, greater industrial support, and expansion of nontraditional and continuing education courses. About one-fifth of the statements concern state control of postsecondary education through state coordinating or governing boards, state legislative branches, and/or state executive branches. Federal control and regulation, greater involvement of the local community, and consumer protection concerns are also mentioned.

Management Systems. Of the 17 issue statements in this subarea, 2 are at the General Postsecondary level, 5 at the Community and Junior Colleges level, 9 at the Colleges and Universities Undergraduate level and 1 at the Graduate and Professional level. Concerns expressed include how changes in institutional governance and development of off-campus classrooms will affect staffing, institutional research needs in relation to planning and management, how federal and state policies will affect management of institutions of higher education, and the students' role in management of institutions. Also mentioned are problems influencing management, concerns of merit and equity, declining job markets, and academic standards.

Productivity. Only 8 classifications are in this subarea, with half at the Community and Junior Colleges level. Most of the issue statements are cross-classified within other subareas of Institutional Governance and Management. Issue statements concern the role of research (especially institutional research) in planning and management, the effect of collective bargaining on institutional and faculty productivity, the effect of competition for students on productivity, how productivity can be improved, how institutional productivity should be measured, and how state powers affect institutional productivity.

Division of Funding. Of the five issue statements in this subarea, all are cross-classified elsewhere and three are cross-classified within the Institutional Governance and Management area. Questions include: What problems should researchers address about fiscal management? How can institutions effectively search for public support? What are the costs of complying with government regulations? How can endowment planning help funding? How should management respond to the declining job market and erosion of financial support?

Accreditation. Of the 14 issue statements in this subarea, none were cross-classified within the Institutional Governance and Management field. Seven are at the General Postsecondary level, 5 at the Colleges and Universities Undergraduate level, and 2 at the Graduate and Professional level. The statements frequently include nontraditional programs: How to evaluate them? Should they be accredited? What is the tradeoff between quality assurance and innovation? General concerns about accreditation include: Who should be involved in establishing and enforcing policies? What is the influence of accreditation on eligibility for federal loans? What is its relationship of quality to specific programs (extensions, continuing education, summer sessions) and how can quality be improved? What are the legal problems associated with accreditation? How can it be done more efficiently?

Institutional Goals. Thirty-three issue statements are classified in this area: 9 at the General Postsecondary level, 5 at the Community and Junior Colleges level, 18 at the Colleges and Universities Undergraduate level, and 1 at the Graduate and Professional level. Three statements refer to protection of the consumer: What is the responsibility of the institution to the student and how this can be assured? Several issue statements are concerned with goals of nontraditional education. A major set of concerns in this subarea is the effect of implementing a goal of "equal educational opportunity" on the quality of education. A frequently mentioned concern involves the question of the proper roles for postsecondary education (including students' intellectual, vocational, and professional skills, personal development, interpersonal skills, and general goals of quality, and equality of access). On what basis (e.g., economic, educational) should these goals be determined, and how can the institution best meet these goals?

Enrollment. Within this subissue area of Institutional Governance and Management, 6 issue statements are classified at the General Postsecondary level, 2 at the Community and Junior Colleges level, 14 at the Colleges and Universities Undergraduate level, and 4 at the Graduate and Professional level. One of the major concerns in this area is how the postsecondary student body is changing in terms of age, part-time and/or commuting status, number of minorities, number of middle-class students, and the type of schools students are attending (rural vs. urban, public vs. private, residential vs. commuting).

The second major set of issue statements are concerned with how enrollments can be increased--satellite locations, contractual arrangements with proprietary schools, new programs, increased summer sessions, open admissions, and increased recruitment. Another set of statements deals with how various factors such as increase in tuition, decline in economic value of a degree, and availability of jobs influences enrollment. Some statements question whether declining enrollment will affect faculty, in terms of shifts to part-time instructors and continuation of the tenure system. Miscellaneous concerns include impact of state and federal policies, competition of institutions for students, and methods of budgeting based on enrollments.

Facilities. Only eight issues were classified in this subarea. Three concerned facilities for the handicapped, two concerned residential facilities, two concerned nontraditional facilities, and one the ramifications of multiple facilities for the same purposes within a single area.

Relevant Data Elements for Institutional Governance and Management

Although a number of data elements are suggested by articles in this area, they should be viewed with caution. Several issue statements deal with research that should be done to assist managers, so the relevant data elements may still be under debate. Also expressed is a need to measure student outcomes, but concerns over traditional measures of these outcomes are also expressed. Data elements suggested include:

- What kinds of agencies do states have, under what conditions were they established, and have these conditions changed?
- State initiated inventories of postsecondary opportunities, including acceptance ratios, price information, program requirements, transfer policies, course acceptability, and placement information.

- State standards for descriptions of postsecondary institutions.
- Comprehensive studies, by state, of cost per credit hour by level and discipline and the cost per major by level and discipline.
- Information on statewide management systems.
- How is statewide planning done? Public institutions only? Public and private?
- Information on dissemination of information about education programs to students.
- Information about management systems, including new concepts, (e.g., local control, new programs, consortial arrangements, etc.) within individual institutions and their relationship to funding and enrollment.
- Part-time and full-time faculty.
- Tenure.
- Percent of students from high school that go directly to college.
- Percent of high school students who go to college part time.
- Age of students.
- Enrollment changes by type of institution (rural, urban, public, private).
- Effect of tuition on enrollment.
- Selectivity.
- Extent to which community facilities are currently used for classes.
- What types of community resources and how many are used by community colleges?
- Undergraduate enrollment data for blacks or whites.
- What is the role of the community college in the "communiversity"?
- Do community colleges use the "communiversity" approach?
- What community resources are available to alternative educational programs?

- Ability levels, family income, race of enrolled students by types of institution, retention, educational resources, educational and general money spent per student, value of buildings, land, and equipment per student, expenditures for libraries per student, faculty salary, percentage of students living in college residencies, expenditures for financial aid per student, and tuition charges.
- What are undergraduate skills and aptitude entry levels for blacks and whites?
- Institutional policy changes as a result of new regulations: information in brochures as well as means of dissemination in recruiting.
- What information for students is currently required by state and federal regulation?

Overview of Values and Benefits of Postsecondary Education

This issue area ranks fifth with a total of 143 issue statements, 35 in the General area, 28 in the Manpower/Job Training/ Career Training subarea, 47 in Educational Outcome, 20 in Economic Return, and 13 in Personal Return. Many issues are cross-classified in other areas. When an issue is classified in more than one issue area, it is most likely to be in Lifelong Learning or Curriculum and Processes.

General Values and Benefits of Postsecondary Education. The issue statements in this subarea at the General Postsecondary and Community Colleges levels can be summarized as follows:

1. What are the special educational benefits to students of the following:
   a. experiential learning?
   b. nontraditional education?
2. How can the following increase the quality and quantity of these benefits?
   a. consortial arrangements
   b. systematic educational needs assessment

c. understanding of the characteristics of a diverse student population

d. community colleges and the "communiversity"

Seventeen issue statements are classified at the Colleges and Universities Undergraduate level and focus mainly on the role of colleges in influencing social mobility and closing the educational gap between blacks and whites as well as the gap between education and work. The five Graduate and Professional level issue statements are concerned with the prospect for quality advanced study in light of social and manpower changes.

Manpower/Job/Career Training. A majority of issue statements in this subarea are classified at the Colleges and Universities Undergraduate level (15) and address concerns about the career prospects for liberal arts and competency-based teacher education majors.

1. Do these majors:
    - a. make students more employable?
    - b. make universities more accountable?
    - c. attract more students than in the past?
2. Are universities cognizant of the job market and do they counsel students well in career choices?

Graduate and Professional level issue statements (three) address concern that employment trends could affect graduate school enrollment and enrolled students' advanced study choices.

Community and Junior Colleges level issues in this subarea (eight) emphasize the role the community college could perform in:

1. coordinating youth service agencies,
2. increasing job opportunities for unemployed youth,

3. bridging the gap between learning and labor, and
4. informing students about manpower needs.

Educational Outcome. The majority of issue statements are classified at the Colleges and Universities Undergraduate level (21) and General Postsecondary level (15). The content of many of the statements concerns the rights of students to receive better information about the economic and educational benefits of postsecondary education and, especially for liberal arts degrees, the costs of such education and the guarantee of these rights by institutions and the federal government. Competency-based undergraduate education is cited as a possible solution to validating undergraduate outcomes.

Economic Return. A majority of issue statements in this subarea are classified at the Colleges and Universities Undergraduate level (14), with 4 at the General Postsecondary level, and 1 each at the Community and Junior Colleges and Graduate and Professional levels.

The issues can be summarized as follows:

1. In a declining job market, how can the following insure economic return to students?
    a. proprietary schools
    b. liberal arts education
    c. community colleges
2. Should economic return be the major benefit of postsecondary education?

Personal Return. This subarea has the smallest number of issue statements. The statements, in general, ask the question:

1. How should one evaluate or measure the worth of postsecondary education:

   a. by students' capacity to inquire, reflect, make judgments, lead, and live with themselves, or

   b. by economic return?

Relevant Data Elements for Values and Benefits of Postsecondary Education

- What percentage of college graduates currently hold jobs related or unrelated to their college major?
- What percentage of high school and college graduates do not go on for further study?
- Who are these people?
- What are their reasons for not continuing?
- To what extent would additional financial aid, released time from work, etc., decrease this percentage?
- How many who do not go on are qualified to go?
- What are their reasons for stopping?
- Number of experiential learning programs in colleges, broken out by institutional control and highest degree offered.
- Number and location of consortium programs that focus on nontraditional learning.
- Number of degree programs that are not credit-based in institutions, broken out by institutional control and highest degree offered.
- Number and location of community colleges that have done systematic assessments of community educational needs.
- Number of college graduates by field and age who are unemployed.
- Current potential growth sectors of the economy.
- Number of corporate and industrial educational programs.
- Characteristis of commuter and residential students.

- Attitudes of potential learners toward higher education.
- Number of students in community colleges and elite four-year colleges by minority status and socioeconomic class.
- Trends in educational status of blacks and whites in last 10 years and future.
- Relationship between cost of graduate education (e.g., faculty salaries, facilities) by department and the ratio of graduate school applicants to slots available.
- Trends in course offerings and degree programs in community colleges.
- Employment figures for liberal arts graduates by field and state or region.
- Number of students in innovative teacher-training programs and traditional programs and employment figures for these students.
- Relationship between supply and demand of students in various majors.
- Number and location of competency-based degree programs by field or major.
- Number and location of state educational information centers and number and types of students served per center.
- Projected enrollments for liberal arts majors versus career or occupational majors.
- Employment figures for students with nontraditional degrees.
- Number and fields of home study students.
- Number of students by field who are unemployed after proprietary school education.
- Number of students by types of programs in study-abroad programs.
- Number of PhD's who hold positions in business and government that are unrelated to advanced study major.
- What services and programs are offered for youths and adults outside higher education?

- Sources of (new) pressures for student protection [federal regulation, congressional legislation, national projects, etc.].
- Pending consumer-oriented suits, past/recent court rulings.
- Legal issues involved: educational malpractice, due process, and equal protection.
- What services, programs, or courses are presently offered for youth and adults (citizenship, solving social and political issues)?
- Comprehensive studies--cost per credit hour by level and discipline, and cost per major by level and discipline.

Overview of Student Aid

One hundred and seventeen classifications were made to this area. The most frequently mentioned subarea Federal Programs is ranked fifth of all 67 subareas. Other Student Aid subareas with State Programs (14), Who Benefits (12), Institutional Programs (9), Default Rates (8), General (4), and Selective Entitlements (2) occur much less frequently. No statements were classified under Tax Relief. More issues (58) were classified at the General Postsecondary level than at any other. Next are the Colleges and Universities Undergraduate level with 45, the Community and Junior Colleges level with 12, and the Graduate and Professional level with 2.

Concerns expressed at the Community and Junior Colleges level involve whether students at community and junior colleges receive an appropriate amount of funding and how the funding could be increased (either through changes in institutional organization or through changes in federal regulations). In general, concerns are about who should receive student aid, how it should be coordinated within the institution, and how state and federal aid programs should be coordinated.

General Student Aid. Only four statements were classified under the General Student Aid area. These concern differences in public policies of student support in public and private universities, student debts, contributions of city governments to students, and the extent to which the federal government should have the responsibility of providing students with educational information.

Federal Programs. Sixty-seven issue statements (the most of any subissue area in this issue area) are classified here, with 36 at the General Postsecondary level, 5 at the Community and Junior Colleges level, and 26 at the Colleges and Universities Undergraduate level. Half the issues are cross-classified with Government Regulation and Policy - Federal, State, and Local Relationships. About 16 percent of the issues are cross-classified with Student Aid - State Programs. Concerns include who (proprietary students, home study students, low income students, work-study students, part-time students) should be eligible for federal student aid, how should this be coordinated within the institution, and how should state and federal aid programs be coordinated. Also of concern are the goals of federal aid programs and the procedures and forms of support that would be most effective in achieving these goals.

State Programs. Fourteen issue statements, all but one of them about equally distributed between General Postsecondary, Community and Junior Colleges, and Colleges and Universities Undergraduate levels, are included in this subarea. Eleven of the 14 are also classified in Student Aid Federal Programs. At the Community and Junior College level, the major concerns are whether community college students (including part-time students) are receiving equitable aid funds and whether changes in state or federal programs or changes in institutional staffing are required to increase the aid at this level. At the other levels, concerns include who should receive student aid, how should state and federal governments work together to coordinate programs and standardize procedures, and what form should student aid take. Also mentioned are the implications of attrition for student aid programs.

Institutional Programs. Nine issue statements, two at the General Postsecondary level, six at the Colleges and Universities Undergraduate level, and one at the Graduate and Professional level, are included in the Student Aid - Institutional Program subarea. Statements concern how federal student aid money should be managed within an institution and how institutions could work with federal agencies in designing a federal aid system. Several issue statements concern whether minorities are disproportionately affected by financial problems of institutions. Concerns are also expressed about how private universities are affected by the federal aid system, what the implications of attrition are on student aid programs, and how persons from nontraditional groups can be encouraged to participate in advanced education.

Tax Relief. No issue statements are classified here.

Selective Entitlement. Only three issue statements, two at the General Postsecondary level, and one at the Community and Junior Colleges level are classified here. The two are concerned with whether federal programs have been successful in matching resources to needs and whether home-study students should qualify for federal aid.

Who Benefits. Twelve statements are classified in this subarea, of Student Aid, eight concerning General Postsecondary education, one concerning Community and Junior Colleges, and three concerning Colleges and Universities Undergraduate. Nine of the statements are cross-classified with Student Aid - Federal Programs. Generally, the statements are concerned with who should receive student aid. Of concern are aid to community college students, students whose income is below the median, public and private school students, students crossing state lines, students in state-sponsored work-study programs, veterans, older students, and black and needy students. Methods of calculating family assets, what student aid should cover (e.g., nontuition expenses), what form should be used (e.g., loans or grants), and how they should be administered.

Default Rates on Loans. The eight issue statements are equally divided between the General Postsecondary and Colleges and Universities Undergraduate levels. Concerns include to what extent students and schools have defaulted on loans, the specific federal role in regulation of loans, and the effect of attrition and retention on default.

Relevant Data Elements for Student Aid

- Information on various types of institutional financial aid offices--staffing, facilities, institutional support, organization in relation to types of institutions (public vs. private, 2 year, 4 year university, etc.).

- o Within institutions, who receives aid (e.g., age, income, type of student) and what is the source (state, local or federal funds)?
- o Data on general student attrition and attrition within groups receiving various types of student aid (loans, grants, etc.).
- o Information on evaluation of various types of student aid programs.
- o Information comparing characteristics of students and institutions who default and those who do not default.

Overview of Admissions

Impact of the Bakke case on affirmative action in the admissions process is foremost in the minds of those discussing issues in this area. Other issues statements frequently touch upon the role the federal government should take with regard to the admissions process, the use of tests vs. nontraditional measures in selection, and the best way to promote equal educational access and still maintain high quality standards.

General Admissions. Many of the 17 issues in the general category deal with open admission policies and affirmative action. Within each of those broad areas, concerns are expressed with regard to a possible backlash in admission policies, how equality of access might best be promoted, and how such policies might save highly selective institutions and help identify new talent for the elite sector. Only at the Graduate and Professional level does institutional finance become a concern.

Recruitment. Three broad issues are touched upon by the 19 issue statements in this area: affirmative action, comparability of educational experience across the range of institutions in postsecondary education, and the effect of institutions providing or not providing sufficient information to prospective students for decision making. Within the affirmative action group are concerns about how such practices by all-white schools will hurt all-black schools and the need to reexamine selection standards (particularly in medical schools) in the light of preferential treatment. Finally, a few statements deal with the problem of potential backlash and its effect of affirmative action programs.

Selection. The most common issues covered in this category include the use of tests in the selection process, preferential or special considerations given to certain groups, and the need to change selection standards. In the first group, most issue statements are concerned about the appropriateness of current tests, particularly for minorities and the handicapped. Issue statements dealing with preferential treatment in the selection process are not limited to affirmative action but also touch upon "family connections." Finally, several issue statements concern the need to reexamine the process and the reliance on traditional measures such as grades and test scores. None of the issues are classified as dealing with community and junior colleges. Fifteen are at the Colleges and Universities Undergraduate level, five at the Graduate and Professional level, and nine at the General Postsecondary level.

Affirmative Action. The Bakke case and the potential impact it may have on the admission policies of institutions, particularly affirmative action policies, is foremost in the issues mentioned. About 20 percent of the 50 issue statements in this subarea of Admissions in some way touch upon that area. Concerns about retention rates, quotas, special admission programs, and the increased role of courts in formulating educational policy are mentioned most often in conjunction with the Bakke case. Two other areas are also much in evidence: Concern about the "proper" role of the federal government in the admissions process is common, as is use of tests for selection and their "bias" with regard to affirmative action. As might be expected, this subissue area is most often cross-classified with Legal--Constitutional Issues.

Transfer/Migration. No issues were classified under this area.

Relevant Data Elements for Admissions

- Enrollment and retention: numbers of students, by race, in black colleges, white colleges; Southern vs. Northern colleges; by majors.
- Are special admission categories used and how extensively and what are they?
- What percentage of high school and college graduates do not go on for further study?
- Characteristics of high school and college graduates who do not go on for further study.
- Reasons for students not continuing education.
- What admission procedures criteria are used for undergraduate, graduate, and professional school admission?
- What and how much admissions information is currently provided to students, and how is it disseminated?
- Select two samples of college students, one given good admissions information, one given none. Did the information or lack of it influence (1) the students' choices and (2) their satisfaction with their choices?
- Identification of institutional information necessary for student choice.
- Number of special admission programs.

- o Criteria used in selection of students for regular and special programs.
- o Admission test scores of blacks vs. whites.
- o What are undergraduate entry skills and aptitude levels for blacks and whites?

Overview of Lifelong Learning

The Lifelong Learning issue area contains 111 issue statements: 57 general issue statements, 11 statements in the subarea on Institutions, 27 in Programs, 9 in Students, and 7 in Vocations.

General Lifelong Learning. General issue statements mainly address concerns in the area of nontraditional education. Forty-six statements are classified at the General Postsecondary level, one statement each at the Colleges and Universities Undergraduate and Professional and Graduate level, and nine at the Community and Junior Colleges level. Topics of concern are:

1. What should be the level of commitment by institutions to nontraditional programs?
2. What is the quality of nontraditional programs and how can they be evaluated?
3. How can the federal and state governments assist nontraditional efforts?
4. What is the potential learner market and who benefits from such programs?
5. Can these nontraditional programs be maintained outside the university?
6. Are nontraditional programs economically feasible?

Institutions. Five issue statements are categorized at the General Postsecondary level, five at the Community and Junior Colleges level, one at the Colleges and Universities Undergraduate level, and none at the Graduate and Professional level. Issue statements in this subissue area can be summarized as follows:

1. How will the increased average age of learners influence:
    a. federal policy in education,
    b. the delivery of education, and
    c. the roles various levels of education play in responding to adult needs?

Programs. Thirteen issue statements are classified at the General Postsecondary level, 12 at the Community and Junior Colleges level, 2 at the Colleges and Universities Undergraduate level, and none at the Graduate and Professional level.

Issue statements included at the General Postsecondary level emphasize the role of federal policy in promoting lifelong learning, particularly in a sector of lifelong learning such as home study, and the need to define lifelong learning. On the other hand, Community and Junior Colleges level issue statements emphasize the role of the community college in providing aspects of lifelong learning (e.g., citizenship, adult living, occupational education, and experiential learning). Of the two issue statements under Colleges and Universities Undergraduate, one focuses on the continuing education of teachers and the other addresses the role of the university in recurrent education.

Students. Issue statements in this subarea of Lifelong Learning are classified at the General Postsecondary (three) and Community and Junior Colleges (six) levels only. They can be summarized as follows:

1. How can all levels of postsecondary institutions and federal policy respond to the needs of the new and diverse body of learners (e.g., senior citizens, handicapped, disadvantaged, etc.), especially in the area of continuing and vocational education?

Vocations. Four issue statements in this subarea are classified at the General Postsecondary level, one is listed under Community and Junior Colleges, and two are under Colleges and Universities Undergraduate. The prime emphasis is on how institutions and professional associations can address the needs of learners for certification and recertification in their professions and occupations as well as educate students to improve the quality of their life on the job.

Relevant Date Elements for Lifelong Learning

- o Number and types of courses offered by business, industry, labor, government, military, and other leading noncollege educational programs in the U.S.
- o Age range of students enrolled at various levels of education, according to type of institution and region.
- o List of court cases that point out federal impediments to alternative or nontraditional programs.
- o Amount of money spent by leading corporations on education and categories of expenditures.
- o Profile (characteristics) of the new student population, especially in nontraditional or noncredit programs.
- o Number of students enrolled in nontraditional programs and their geographic and demographic distribution.
- o Characteristics of individuals interested in further education.
- o Kinds of programs and services being sought by potential learners.
- o Number of students with nontraditional credentials obtaining entry to higher levels of education and employment, in contrast to students with traditional credentials.

- Trends in number of community colleges in U.S. and community college enrollment by age, sex, and minority statistics.
- Demographic characteristics of potential recipients and present recipients of vocational education.
- Number of senior citizens, handicapped, under- and unemployed, and disadvantaged students presently being served by community colleges.
- Types of programs and courses in which the above students are enrolled.
- Number of students enrolled in various certification and recertification programs.
- Trends in expansion of various continuing education programs in colleges and outside of colleges.
- What information do existing brokering services' have?
- How many who do not go on to further education who are qualified to go?
- What are their reasons for stopping?
- Characteristics of individuals interested in further education.
- What kinds of programs or services are being southy by individuals who seek further education?
- What is the demographic composition of adult learners?
- Identify educational brokering centers and materials provided.

Overview of Faculty and Personnel

Of the 95 issue statements categorized in this area, 19 are general issue statements, 8 are in the subarea of Faculty Renewal and Development, 9 are classified as Retirement issues, 11 Tenure/Reward System issues, 25 in the subarea of Collective Bargaining, 5 in Academic Freedom, and 18 in the Affirmative Action category. The most significant cross-classification of issues between subareas occurrs between Retirement and Affirmative Action. These overlapping issues focus on unequal retirement pension payments for men and women.

General Faculty and Personnel. Those issues classified as general cover all levels of postsecondary education (the largest number, eight, at the Community and Junior Colleges level) and have no prime focus. Topics range from the impact of declining enrollments and increased educational technology on the quality of faculty and teaching to the possible shift in institutional governance away from faculty toward professional managers.

Faculty Renewal and Development. In the subarea of faculty Renewal and Development (eight issue statements), seven are at the Colleges and Universities Undergraduate level and one at the General Postsecondary level. Two major issues emerge:

1. To what extent will technologies, aides, paraprofessionals, and an emphasis on continued study for faculty affect productivity, effectiveness, and policy development in undergraduate education?
2. How does the number of tenured faculty affect the quality of education and what are the alternatives to granting tenure?

Retirement. A majority (eight) of the Retirement issue statements are classified at the General Postsecondary level and can be restated as follows:

1. To what extent are pension benefits discriminatory on the basis of sex?
2. What are the financial and educational implications of raising the retirement age from 65 to 70?

Tenure and Reward System. Tenure and Reward System issue statements are mainly at the Colleges and Universities Undergraduate level (six) and focus on the relationship between tenure and affirmative action, collective bargaining, and the use of part-time faculty.

Collective Bargaining. Issue statements concerning Collective Bargaining are spread evenly over all levels of postsecondary education with the exception of the Graduate and Professional level, which contains one statement. They can be summarized by the following broad questions:

1. What are the respective roles of students, full-time faculty, part-time faculty, and administrators in the collective bargaining process?
2. What will be the impact of collective bargaining on the financial health of institutions, statewide coordinating and governing systems, instruction, governance of institutions, state legislation, and academic freedom?

Academic Freedom. This subarea contains the smallest number of issue statements in the Faculty and Personnel area. The general thrust of those statements concerns possible threats to academic freedom from the following sources: 1) collective bargaining, 2) the tenure system, 3) federal regulations, and 4) institutional governance.

Affirmative Action. Affirmative action issue statements are classifed at the General Postsecondary (6) and the Colleges and Universities Undergraduate level (12) only. Three major questions emerge from these statements:

1. To what extent are pension benefits discriminatory on the basis of sex?
2. What is the relationship between government guidelines and criteria and actual hiring and promotional practices of institutions?
3. How does a changing and tight job market affect how these guidelines and criteria can be implemented?

Relevant Data Elements for Faculty and Personnel

- Number of satellite centers and off-campus classrooms and programs.
- Number of part-time and full-time faculty assigned to satellite centers and off-campus programs.
- Trends in number of part-time faculty in the past 5-10 years and in the future.
- Trends in class size or student/teacher ratios.
- Lists of criteria used for faculty evaluation.
- Number of full-time and part-time faculty teaching continuing education courses.
- Amount and range of faculty teaching loads and responsibilities.
- Relationship between enrollment size and number of part-time faculty.
- Number of "nonacademic" professional managers at community colleges.
- Number of part-time faculty, paraprofessionals, community volunteers.
- Extent to which community facilities are currently used for classes.
- Demographic area covered by the community college.
- Characteristics of faculty, paraprofessionals, and volunteers (degrees, full- or part-time, union member or nonunion member).
- Legal constraints, i.e., collective bargaining agreements.
- Size of staffing in financial aid offices and its relationship to the amount of federal and state aid received.
- Trends in faculty layoffs, tuition payments (increases), amount of student aid available at colleges and universities.
- Amount of tuition payment lost by credit-by-examination systems in colleges and universities.
- Number of faculty in various age ranges.
- Number of faculty in various ranges related to "time served" at a particular institution.
- Criteria for granting tenure.

- Number of tenured faculty, new faculty, and trends.
- List of states that have introduced bills that give faculty rights to bargain collectively.
- Salaries of higher education administrators broken down according to race and sex.
- Comparison of salaries of males and females within institutions and in the job market in general.
- What is the current retirement age at colleges and universities?
- Unionization status of institutions, type of unionization and bargaining agent.
- Increase and enrollment trend of women in retirement plans.
- Trends in mortality rates of women who are in various job classifications.
- Trends in heart disease, alcoholism, smoking, drug use, or other stress-related diseases in academic women.
- Comparison of above trends with those in men.
- Comparison of benefits using unisex tables or separate tables.
- Data on salaries and benefits, part time and full time; trends before and after unionization.
- Amount of and type of unionization of faculty broken down according to control (public or private), regions, highest degree offered, and disciplines.
- Comparison of benefits and salaries between part-time and full-time faculty and trends before and after unionization.

Overview of Student Characteristics

Forty-one issue statements are sorted into this issue area of which 33 are classified in the General area, 4 in the Resident/Commuter subarea, 1 in Family Characteristics, 1 in Full Time/Part Time, and 2 in Working Student. In almost every case, the statements in this issue area are cross-classified in other issue areas; however, there is no major overlap in any other particular issue area.

General Student Characteristics. The General Postsecondary level contains 20 general issue statements, 1 in Community and Junior Colleges, 11 in Colleges and Universities Undergraduate, and 1 Graduate and Professional level. A majority of the issue statements at the General Postsecondary level focus on consumer protection and information services for students, particularly those in nontraditional programs, and the responsibilities of state coordinating agencies, local, state, and federal governments, institutions, and the students themselves to provide this protection.

Community and Junior Colleges level general issue statements emphasize community college students' right to a fair share of financial aid, whereas general issue statements classified under Colleges and Universities Undergraduate are chiefly concerned with the financial and educational needs of minorities, the handicapped, and low ability students. The one issue under the Graduate and Professional level is concerned with consumer protection and the maintenance and guarantee of high academic standards.

Resident/Commuter. The content of issue statements in this subarea center on the effect of residence and commuting on the learning and personal development of students and the relationship between students who cross state lines to attend college and those who participate in state work-study programs and federal and state funding.

Family Characteristics. The one issue statements in this subarea is concerned with the relationship between tuition increases and the family characteristics of enrollees.

Full Time/Part Time. The one issue statements in this subarea addresses the possibility of discriminatory practices in federal and state student aid programs on the basis of type of attendance.

Working Student. Issue statements in this subarea question the extent to which the federal government should fund the administration and implementation of work-study programs.

Relevant Data Elements for Student Characteristics

- State-initiated inventories of postsecondary opportunities, including acceptance ratios, price information, program requirements, transfer policies, course acceptability, and placement information.
- State standards for descriptions of postsecondary institutions.
- Patterns of educational consumption, attendance, and attitudes.
- Consumer protection regulations in the area of education by individual states.
- Relationship among faculty ratio, distinction of faculty, elaborateness of facilities, relative stress on liberal and vocational education, religious emphasis, residential arrangements, degree of cosmopolitanism in institutions, and student characteristics.
- Financial aid needs of community college students and number of community college students receiving financial aid.
- Profile of community college students that includes student's age, place of residence, marital status, dependency on parents, family income, commuting costs, part-time or full-time status, and child care facilities.
- Basic skills test scores of enrollees at various types of institutions (e.g., two-year, four-year, public, private).
- Percent of high school students desiring to go to college and high school students obtaining admission at public and private universities, by region.
- Number of commuting students, residential students, rural students, small town students, and urban students.
- Parental income ranges of freshmen classes in last 10 years and future.

- Number of part-time students receiving student aid broken out by state and family income.
- Relationship between students' learning and characteristics of institutions as reflected by changes in test scores.
- Number of home study vs. residential students.
- Amount of federal funds to home study vs. residential students.
- What percentage of high school and college graduates do not go on for further study?
- Characteristics of high school and college graduates who do not go on for further study.
- What are the unmet educational needs of black Americans?
- Is there a disproportionate number of whites in higher education?
- Are there differences in the participation rates in education among demographic groups?
- What are the individual characteristics relating to participation in educational programs?
- Undergraduate enrollment data for blacks or whites.
- Graduate and professional schools retention data for blacks or whites.
- What are the characteristics of the students enrolled in credit and noncredit classes?
- What courses are nontraditional clientele now taking?

Overview of Legal

The Legal issue area contains 12 general issue statements, 1 statement in the subarea of State Aid, and 27 statements in the subarea of Constitutional Issues. Basically, the following two separate but related issues emerge:

1. To what extent do state and federal governments have the legal right to regulate institutions and how does funding influence this?
    a. What authority do states have to appropriate or control federal funds?

   b. What authority do state and federal governments have over private institutions?

   c. To what extent do federal and state governments have to regulate institutions?

2. What are the legal requirements for educational institutions in regard to admission procedures:

   a. in terms of publication of admission processes and decisions?

   b. in terms of preferential admission based on race, sex, or family?

General Legal. Striking difference occur across levels. At the General Postsecondary level, all six issue statements deal in some way with the question of in-house lawyers to cope with increasing federal rules and regulations and decrease the institution's expenses for legal services. At the Colleges and Universities Undergraduate level, all five issue statements deal with the Bakke case and the legal aspects of preferential admission and affirmative action. The one issue statement at the Graduate and Professional level is concerned with the problems created for black graduate schools by federal funding of minority PhD programs in majority graduate schools.

State Aid. The only issue appearing in this area deals with the limits of state authority in imposing conditions on the acceptance of public funds by nonsectarian private educational institutions.

Constitutional Issues. Fifteen of the issues at the General Postsecondary and Colleges and Universities Undergraduate levels deal with Bakke, desegregation, and other governmental rules and regulations that in one way or another deal with admission policy and practice. Most of these issues also had associated with them concerns about Government Regulation and Policy, particularly Federal, State, and Local Relationships.

Relevant Data Elements for Legal

- Summaries of existing court decisions on admission policies.
- Summaries of existing court decisions having to do with state and federal regulation of postsecondary education.
- Sources of (new) pressures for student protection [federal regulation, congressional legislation, national projects, etc.].
- Pending suits, consumer-oriented suits, past/recent court rulings.
- Legal issues involved: educational malpractice, due process, and equal protection.

Overview of Research

Only four issue statements were classified under the General area of Research, three under Federal Control, four under Setting of Priorities, and four under Institutional Concerns. When an issue statement fell in more than one issue area, the most common one outside of the Research area was Government Regulation and Control - Federal, State, and Local Relationships. Of the issues in the Research area, 7 were at the General Postsecondary level. Of those seven, 5 could be classified as altruistic concerns related to the betterment of the individual and society through an improved education process--improved, of course, through appropriate research. The major issues are summarized as follows:

1. What should be the priorities of research and who should be involved in determining them?
    a. To what extent should research focus on the following areas of concern:
        1. evaluation/quality of programs?

2. learning theory?
3. organization of education?
4. urban problems?
5. equity?
6. educational needs assessment?

b. To what extent should students, parents, institutions, and/or local, state, and federal governments be involved in setting priorities for research?

2. How does funding (local, state, federal, and/or tuition) influence postsecondary educational institutions?

General Research. Higher education's role in assisting cities with the identification of urban needs, setting of priorities among demands, and developing appropriate responses are evident. Among related issues are the concern about local government and institutional relationships, faculty research competence with regard to institutional quality, and shrinking finances available for research.

Federal Control. Concerns are expressed about the effect of a cutback of federal funds for institutional research and development and just how dependent institutions are on the availability of federal grants. Some concern is also expressed about a change of emphasis in educational research to reflect student and parent interests as well as those of the institution and its policymakers.

Setting of Priorities. Issues relate to the federal government's effect on research and whether these efforts are leading to goals of equity, efficiency, and effectiveness in postsecondary education. It is suggested that more effort be placed on putting into practice and policy what is already known. Also expressed is interest in the future direction of research related to educational policy and practice with regard to the forms of schools.

Institutional Concerns. Comments related to program evaluation, quality control, and measurement of student performance (especially in relation to nontraditional programs) are noted. Also expressed is the desire to improve needs assessment in adult education with an eye toward improving knowledge of the demand for and participation in courses. Concern is also expressed about putting educational knowledge into practice.

Relevant Date Elements for Research

Information concerning federal, state, and local contributions to research within institutions would be useful data. It would also be interesting to know how researchers within institutions determine what research to conduct. Is it determined by availability of federal, state or local funding, faculty members' interest, or institutional support? How are various groups involved in determining what research is done?

o Measures of faculty research competence (number of publications, books, citations, etc.).

RECOMMENDATIONS

Two types of recommendations are presented in this section. First, procedures that NCES can implement in the future to identify emerging issues are presented. Second, the major issues of concern in postsecondary education and resulting implications for NCES are discussed.

I. Recommendations Regarding Future Procedures

One of the purposes of this project was to develop a process that NCES can apply periodically to identify emerging issues in postsecondary education and related data elements. In this section the procedures used in this project (defining the domain, identifying the opinion leaders, selection of periodicals, content analysis, and quantification of results) are evaluated and recommendations about each presented. The recommendations include the addition of another step to the procedure (review of results by opinion leaders and subject experts) to obtain advice and guidance on the importance of issues and identification of specific data elements needed to explicate these issues.

Defining the Domain

In this project, eight institutional groups were identified as important aspects of postsecondary education: public and private community and junior colleges, public and private colleges and universities, public and private vocational/technical schools, foundations, membership organizations, other educational organizations, state government, and federal government. Opinion leader's current affiliation was then used to place them into one or two of these institutional groups. This procedure served as a useful tool to categorize opinion leaders and to make judgments concerning the adequacy of the procedure for identifying opinion leaders as well as the representativeness of opinon leaders selected. We would recommend using these eight institutional groups as a procedure for describing the affiliation of opinion leaders.

Identifying Potential Opinion Leaders

The procedure for identifying potential opinion leaders involved a systematic search for names of potential opinion leaders from such sources as officers, executive directors and steering committees of educational organizations; officers from major foundations; invited participants from national conferences; national advisory committees; federal leaders in positions influencing postsecondary education, state directors of postsecondary education; advisory committees and directors of data base resources, directors of research centers, and chief executative officers of colleges and universities. This procedure is objective and can be carried out by persons unfamiliar with postsecondary education. If opinion leaders are to be identified in future studies to identify issues, we would recommend the sources for opinion leaders used in this project with the following changes:

1. Addition of the American Vocational Association, Association of Independent Colleges and Schools, and the National Home Study Council to identify vocational/technical opinion leaders who were infrequently identified in this study;

2. Deletion of some sources used in this project, e.g., education editors and writers for popular media and some computer data base resources. (Revised sources are listed in Appendix J.)

Content Analysis

The content analysis procedures recommended below include definition of an issue, identification of issue areas, identification of documents for content analysis, and procedures for content analysis.

Definition of an Issue. In the current study, specifications were developed on how to state an issue. The following specifications were quite useful in writing issue statements for the content analysis and should be considered for any future studies:

1. An issue should be stated in the form of a question.
2. Avoid yes-no questions, since a yes answer can mean only one thing but a no answer can mean many things.
3. Avoid questions in the passive voice since habitual use of the passive voice encourages vagueness.

These specifications yield issue statements that point clearly to data needs. Writing issue statements using phrases such as "to what extent," "what are the effects of," "what is the relationship between" yield issue statements that provide a much richer context for determining data elements than issue statements requiring a yes-no answer. Avoiding the passive voice leads to a clearer understanding of the target populations and agents involved in the issues. For further discussion on definition of an issue, see Appendix E.

Initial Identification of Issue Areas. The list of 12 issues (67 subissue areas) covered the issues identified in the study quite well. Decisions to revise these issue areas for future studies should take into account that people tend to focus on the specified categories and might neglect to note an issue representing an area not included in the list. Alternatively, the more issue and subissue areas to be kept in mind by the readers during content analysis, the more likely mistakes or omissions in classifying issue statements will occur. Finally, maintaining a similar categorization system would facilitate comparison of results from year to year.

From our experience with the issue areas and subareas in this study, we would recommend only minor changes including deletion of the Research and Legal issue areas (possibly including them as subissues in other areas) and Institutional Governance and Management - Productivity and Division of Funding, Student Aid - Tax Relief and Selective Entitlement, and Admissions - Transfer/Migration subissue areas. These deletions are recommended because issue statements occur infrequently in these aras and because the main focus of those that do occur can be classified under another major issue. For example, many of the legal issues dealt with the Bakke case, which are also admissions and/or affirmative action issues.

Throughout the course of the project, the study group became keenly aware that various concerns of students and other consumer groups (e.g., parents, employers) did not surface. There were several reasons for this:

1. The nature of the sampling procedures for documents and opinion leaders;
2. The issues categories and opinion leader framework overemphasized the institutional context;

3. Students and other consumer groups have no official publications or tightly organized special interest organizations; and

4. The issues related to students and consumers were diluted because they were categorized into several issue areas such as student aid and student characteristics.

We would recommend that, in the future, adjustments be made in these issue categories. For example, the categories of student aid and student characteristics could be combined under a category called student concerns. Alternatively, consumer protection or concerns could be delegated a separate issue area. In addition, a search should be conducted for new sources of documents and opinion leaders to ferret out those materials that would delineate issues in this area. For example, reports by Ralph Nader's study group that relate to education would be one source to investigate.

These issue areas and recommendations should be reviewed at the beginning of a new project, as well as during the content analysis, for sufficiency and the areas should be revised as appropriate.

Identification of Documents for Content Analysis. Based on our experience in this study, we recommend using all issue oriented articles from Change, Community and Junior College Journal, and the Chronicle of Higher Education for the most recent 12 month period and eliminating opinion leader documents.

This would yield approximately 150 articles, about 30 more than in the current study. However, no more time for content analysis would be required because (from our experience) the Chronicle articles are more concise than material sent by the opinion leaders. In addition, the Chronicle articles are the most current of all the publications reviewed.

Change provided the other major source of issue related articles, while the Community and Junior College Journal is the major vehicle of communication of issues in community colleges. Very few issue related articles were found in the other three journals (AAUP Bulletin, Compact, and College Board Review). The time required for identification of articles in these journals does not provide sufficient payoff.

Issue oriented journal articles can be identified using ERIC/CIJE citation abstracts (as of January 1978 the Chronicle of Higher Education began to be abstracted by ERIC). Editorials are not included in the ERIC system and should be reviewed directly.

Opinion leader documents are not recommended for inclusion in the content analysis. The materials sent by opinion leaders or their staff varied tremendously in quality, issue relatedness, and timeliness. In addition, only about two-thirds returned materials appropriate for the study. Although we believe input from opinion leaders is important to identifying emerging issues and relevant data elements, we recommend a slightly different approach, which is described later.

Procedures for Content Analysis. The procedures for content analysis developed for this study worked quite well and are recommended for future studies. Content analyses of selected articles prepared for this report could be used as prototypes for training readers. Procedures to obtain consistency among readers in the content analysis included training all readers on the same materials, having two people read and analyze each article, and having all readers meet periodically to discuss problems and or possible issues not included in the issue area outline. Issues or subissues should be added if necessary. Detailed directions for readers are presented on pages 28 and 29. These include recording level of issue (general postsecondary, community and junior college, college and university undergraduate, or graduate and professional), issue area or subarea, and suggested data elements related to the issue statements.

One discovery as a result of the content analyses is that relevant data elements are not generally indicated in issue related documents. If data elements are implied, they are not delineated clearly. A majority of the data elements listed in this report were generated by the project staff. Only 38 of the 121 documents reviewed suggested data elements to the readers during the content analysis.

We recommend a three-stage process for determining data elements:

1. During the content analysis readers should note data elements explicit in the document and generate additional data elements suggested by the issues.
2. During the process of classifying and collecting issues (as in Appendix H of this report) and summarizing issue areas (see Descriptive Summary of Issue Statements by Area and Subarea), readers should generate additional data elements.
3. Finally, content analysis results should be reviewed by opinion leaders or experts in the field for appropriateness of data elements.

It is recommended that one or several NCES staff be included in the review panel so that suggested data elements can be evaluated. Some of the questions to be considered in the evaluation on various data elements should be:

1. Does NCES presently collect this data?
2. Is it feasible for institutions and NCES, in terms of cost and practicality, to collect such data?
3. Would it be more appropriate for an agency other than NCES to collect such data?
4. Does this data exist presently in other agencies?

How to Summarize the Results

We recommend using both quantitative and descriptive methods to summarize the results of the content analyses. Quantitative information, e.g., frequency of occurrence of issue and subissue areas, provide an indication of the importance of various issues. Different weightings of issues might also be compared in future analyses. For example, an issue that is categorized in two places might be counted as .5 in each place. Since importance of issues varied among the levels (General Postsecondary, Community and Junior Colleges, Colleges and Universities Undergraduate, and Graduate and Professional), a quantitative breakdown of frequencies within levels and rank order correlations between levels are recommended. Further breakdowns by source in this study have led us to recommend deletion of one source of documents (opinion leaders) for future studies. However, if only the Chronicle of Higher Education, Change, and the Community and Junior College Journal are included, breakdowns by source would not be necessary. If NCES adds new periodicals in future studies, such an analysis might be useful.

Although quantitative methods provide information on relative importance of issue areas, they do not provide sufficient detail about the issues, i.e., what is being discussed. To provide this information, sorting of issue statements by issue area and level and then summarizing the statements was found quite useful (see Appendix I). Although we did this sorting manually, we recommend that, in the future, NCES use a computerized system to sort the issue statements.

Through the ARPA Network, the Department of Defense and other government agencies have access to a very powerful integrated office information system called AUGMENT (previously called NLS). Using this system, NCES could key issue statements through a remote terminal along with postsecondary education level and its associated issue area classifications for each article that has been analyzed. Using AUGMENT, the sorting of issue statements into areas, tallying of issue area occurrences, generation of the alphabetic bibliography, etc. could all be accomplished by computer. This process would then not only be more accurate than hand calculation but could be accomplished much faster and more economically. Further, if the process were repeated annually, it would enable NCES to monitor and compare longitudinal changes.

Review of Content Analysis Results by Opinion Leaders and Experts in the Field

In the current study, review of results and recommendations for specific kinds of information (or data elements) that would be useful in explicating the major issues has been done by the project staff. However, since specific information on data elements is not usually available in the documents analyzed, and since project staff are not experts in the specific issue areas of concern, these recommendations would be much stronger if reviewed systematically by a group of opinion leaders and/or experts in the fields of concern. Purposes of this review would be to further explicate major issues, and to identify data elements most appropriate and valuable in explicating these issues. The exact nature of this review would depend on the resources available and the number of individuals to be involved in the process. The Delphi technique has been suggested as a useful process for obtaining this type of information.

Panel members could be selected from the list of potential opinion leaders. One procedure to assure that panel members represent institutional groups likely to use (or provide) the information and are experts in the issue areas of concern would be to classify the potential opinion leaders in a two dimensional framework with issue area about which they write or speak on the left and employing institution across the top. Information about issue areas of concern to these people could be obtained from a review of ERIC abstracts (or other appropriate data bases) or from information available as a result of the search.

Selection of opinion leaders for the next step could be done to ensure that all aspects of the postsecondary education community are represented (i.e., community and junior colleges, colleges and universities, vocational technical schools, foundations, membership organizations, other educational organizations, state government, and federal government), and that persons selected are knowledgeable in the major issue areas identified in the content analysis. If opinion leaders are missing in any of the issue areas, names of experts in those areas could be added to the panel reviewing the results. Names would be suggested by the articles included in the content analysis.

Summary of Recommendations

The steps recommended for future identification of issues and related data elements are as follows:

1. Content analysis of issue related articles in the Chronicle of Higher Education, Community and Junior College Journal, and Change.
2. Summarize results and recommendations of related data elements for collection.
3. Review of results and recommendations by a panel of opinion leaders and experts in major issue areas of concern identified by content analysis.

II. Recommendations About Major Issues of Concern

In earlier sections of this report, comparisons of rankings of various issue areas have been presented as well as brief descriptive summaries of each area and subarea. In this section of the report we will focus in detail on the subissue areas most frequently mentioned at the each level of postsecondary education. Areas to be considered are Government Regulation and Policy - Federal, State and Local Relationships; Institutional Governance and Management - General; Curriculum and Processes - Quality; Curriculum and Processes - New Programs and Courses; Student Aid - Federal Programs; Lifelong Learning - General; Institutional Finance - Public vs. Private; and Institutional Finance - Health of Institutions.

After a brief discussion of the concerns expressed at each level (General Postsecondary, Community and Junior Colleges, Colleges and Universities Undergraduate and Graduate and Professional), discussion, questions for further study of the most frequently mentioned subissue areas are presented. From these questions data elements naturally emerge.

General Postsecondary

The four most frequently ranked subissue areas of this level are: ① Government Regulation and Policy - Federal, State, and Local Relationship; ② Lifelong Learning - General; ③ Student Aid - Federal Programs; and ④ Institutional Governance and Management - General. Numbers of occurrances of issue statements in each of these subissue areas are 91, 46, 36, and 35, respectively, out of a total number of 559 classifications at the General Postsecondary level.

Government Regulation and Policy - Federal, State, and Local Relationships issues expressed concern at responsibilities of the state and federal governments, including responsibilities for planning, regulation, and consumer protection. A second major concern expressed in this section is student aid. Questions include how to standardize forms and systems of funding, how federal money should be used in an institution, and how state allotments should be determined. A third topic under this area at the general level is the role and responsibility of state planning boards, governing boards, and coordinating boards.

Lifelong Learning - General ranked second at the General Postesecondary Education level, with most issue statements dealing with nontraditional and adult education. What the role of federal and state governments should be in this field is questioned. Other issue statements are concerned with what organizations can best provide nontraditional education, who will benefit, and what information is available to the public about nontraditional programs.

Many of the issues in the third ranked subissue area, Student Aid - Federal Programs, are concerned with who should receive federal aid. For example, should funds be used for work related programs, nontuition expenses, home study students, low income students, etc. Other issue statements deal with how student aid programs could be improved, including revising laws so that community college students have a full opprtunity to participate.

Institutional Governance and Management - General ranked fourth at the General Postsecondary level. Many issue statements were concerned with new forms of institutional governance and management and their impact on existing institutions. New forms included coordinating workplace and learner, "communiversity," consortial relationships, and forms which provide more guidance to the student, e.g., educational brokering. Another type of concern classified in this area dealt with state control of postsecondary education through state coordinating or governing boards, state legislative branches and/or executive branches, and how this affects governance of postsecondary institutions.

Community and Junior Colleges

The four most frequently ranked subissues at this level were ① Government Regulation and Policy - Federal, State and Local Relationships; ② Institutional Governance and Management - General; ③ Lifelong Learning - Programs; and ④ Curriculum and Processes - New Programs and Courses. Of the total 198 issue statements classified at the Community and Junior College level, these four subissue areas contained 20, 18, 12 and 10 statements, respectively.

At this level, the Government Regulation - State, Federal and Local Relationships issue statements were most frequently mentioned in conjunction with general issues of institutional governance and management. These issue statements might be summarized as "To what extent to state, federal and local governments influence institutional governance and management?" A number of questions are about local involvement in the community college. Other issue statements deal with state, federal and local relationships of the community college. Statements concerning state regulations include influence or control, policies, and administration.

At this level, second ranked Institutional Governance and Management - General oriented statements are quite similar to those presented at the general level. Many concern changes in management systems of the future, e.g., loss of faculty member say in governance, or increase in community college governing form. Others consider the impact of the community college on the student and community. Again the role of city, state and federal governments are mentioned frequently.

Issues in Lifelong Learning - Programs include the extent to which the community college can respond and how they will respond to lifelong learning. For example:

- To what extent will the trend from manpower training to lifelong learning at community colleges continue in the next two decades?
- To what extent should community colleges move away from traditional grading practices to requiring that students master core competencies?
- Do community colleges use this approach?
- In what proportion of classes?
- Do credit or noncredit classes use mastery of core competencies?

- o In what ways are community colleges equipped to fulfill the need for educational services to contribute toward proficiency in citizenship and adult living?
- o To what extent is there a need for vocational education for out-of-school youth and adults?

Fourth ranked subissue area at the Community and Junior College level, Curriculum and Processes - New Programs and Courses issue statements most frequently dealt with the goals of the community college in relation to new programs or the relationship of community college to proprietary schools and vocational education. Other statements dealt with the effect on curriculum of granting tenure to part-time faculty and the extent experiential learning will diminish.

Colleges and Universities Undergraduate

① Government Regulation and Policy - Federal, State, and Local Relationships; ② Curriculum and Processes - New Programs and Courses and Quality; and ③ Institutional Finance - Public vs. Private and Health of Institutions occurred 93, 40, 40, 33 and 33 times, respectively, out of a total of 723 at this level.

Government Regulation and Policy - Federal, State, and Local relationships was also the most frequently mentioned issue area for the College and University Undergraduate level. About half the issue statements at this level are also related to institutional finance. These issues usually deal with appropriate use of public funds (especially in relation to private schools) and the cost of complying with federal regulation (especially Section 504 on the handicapped).

A number of issue statements are concerned with federal regulations, state responsibilities, and financial aid.

Issue statements concerned with Curriculum and Processes - New Programs and Courses at the College and University level, frequently dealt with what programs or curricula should be offered. Things mentioned in this context include basic skills, free choice curricula, liberal education, professional education, lifelong learning, learning contracts, competency based education, and common core curricula. Another frequently mentioned issue is the extent to which credits by examination and transferrability of credits are appropriate. Several issue statements also are concerned with special programs for minorities and with the impact of private higher education on the development of special programs.

Curriculum and Processes - Quality and Curriculum and Processes - New Programs and Courses are tied for second rank at the Colleges and Universities Undergraduate level. A number of issue statements in the quality subissue area are concerned with equivalent educational opportunity, quality, and advantages of specific types of institutions, e.g., single sex, minority, commuter or private. Another set of issue statements deal with kinds of curricula, e.g., liberal arts, basic skills, competency based, core curricula versus free choice and contract learning. Specific concerns about summer-session programs and about the impact of financial problems on quality are also expressed.

Two Institutional Finance subissue areas, Public vs. Private and Health of Institutions are tied for fourth rank at the Colleges and Universities Undergraduate level. Many of the Public vs. Private issue statements are concerned with the appropriateness of spending state and federal money for support of priviate schools and the implications of taking public funds on the private sector. Other issue statements question the advantages and disadvantages to the public of preserving private education.

Health of Institutions issue statements at the Colleges and Universities Undergraduate level. Concerns expressed include the impact of funding policies (both state and federal) on the health of both public and private institutions. Also expressed was concern over the costs of complying to federal regulations both in general and specifically to such regulations as Section 504. Many statements also deal with the impact of institutional financial problems on students (tuition aid, tuition and fees, quality, availability of courses, single sex colleges, etc.).

Graduate and Professional

Only 126 issue statements appear under the Graduate and Professional level. The three most frequent are Curriculum and Processes - Quality (with 16), New Programs and Courses (with 13), and Government Regulation and Policy - Relationships with Federal, State and Local Government (with 10).

Statements in the Curriculum and Processes - Quality subissue area most frequently mentioned measuring the quality of academic institutions. Questions concern the value of national rankings of quality, how this can be obtained, measured, and how they relate to students. Other topics mentioned included quality of black graduate institutions, special programs for minority students, and off-campus courses.

Curriculum and Processes - New Programs and Courses issue statements most frequently deal with management and regulation, especially of nontraditional or off-campus graduate programs. This management and regulation includes ending of duplication of programs by state governing boards. Other statements are concerned with whether white graduate schools have been able to deal with the special problems of minority students and whether nontraditional programs are lowering standards.

At the Graduate and Professional level, Government Regulation and Policy Relationships with Federal, State and Local Governments was mentioned third most frequently. Most of the issue statements, are concerned with federal regulation and their effect on graduate education. Many of the statements are related to minority institutions and/or state regulation especially to end duplication of programs.

Summary and Questions for Further Study

From the descriptions of the most frequently mentioned subissue areas by level, it can be seen that many of the concerns are expressed across levels. For example, Government Regulations - State, Federal and Local Relationships are among the top 4 in all levels. Curriculum and Processes - New Programs and Courses is ranked in the top four for three levels and in the top ten for all levels. Curriculum and Process - Quality is ranked in the top four for two levels, and in the top ten of all except the Community and Junior College level. Student Aid - Federal Programs and Lifelong Learning - General are in the top ten at two levels. Institutional

Finance - Public vs. Private and Health of Institutions is in the top ten only at the College and Universities Undergraduate level, while Lifelong Learning - Programs is in the top ten only at the Community and Junior College level.

Since so much overlap exists, of the importance of subissue areas by level, questions NCES might consider for further study are presented below by subissue area. These questions are a basic on which to select data elements. There is a great deal of interrelationship among questions in the frequently mentioned subissue areas, so a summary of major questions relating to several issues will be presented after the detailed questions for further study of the earlier mentioned subissue areas.

Government Regulations - Federal, State, and Local Relationships. The most striking finding throughout the results section is that Government Regulation - State, Federal and Local Relationships is by far the largest subissue area of concern. Issues were classified in this area more than twice as often than in any other single area. It is highest ranked subissue area in all levels except Graduate and Professional where it ranks third.

The concerns evidenced by issue statements in this area suggest that information is needed on the proportion of institutional operating funds contributed by local, state, and federal governments to community and junior colleges, colleges, universities, public vs. private, and minority vs. majority institutions. This information is needed not only in terms of institutional funding, but also funding for students. Specifically what proportion of students receive funding at the various types of institutions, who pays for this funding (institution, state, or federal government), and what are the institutional, state and federal costs for running different types of student aid programs?

The impact of federal regulations and programs on policy and management of institutions, and costs and staffing required to comply to regulations would also be of interest. Interest in comparing this impact on public and private institutions, minority and majority institutions (especially at the graduate level) has been shown.

Especially at the General Postsecondary level, interest in further information on state level planning is indicated. What are the responsibilities of various types of postsecondary planning agencies? What consumer information and/or consumer protection is available at the state level? How does the type of state planning agency influence availability of federal funding?

Curriculum and Processes - New Programs and Courses. This subissue area was second most frequently used at the Graduate and Professional level, tied for second at the Undergraduate Colleges and University level, fourth at the Community and Junior Colleges level, and eighth at the General Postsecondary level. Overall, it ranked fourth in frequency.

Further study is indicated on the relationship of proprietary schools and vocational education to postsecondary education institutions, especially community colleges. Do consortial relationships exist? With what types of institutions? Do vocational education students obtain related jobs after completing the coursework. Are vocational education courses being offered at postsecondary education institutions? What are they?

Other information that would be of interest would be trend information on curricula requirements, availability of new courses (by public versus private), and relationship with enrollment.

For graduate and professional schools, information is needed concerning regulation and planning. For example, how do state's deal with duplication of graduate programs? What has been the effect of regional planning on black graduate schools? How many students are required to maintain a graduate program? Are graduate programs within a region cooperating or coordinating programs? How are private schools included in this planning?

Curriculum and Processes - Quality. This subissue was the most frequently mentioned area for issues at the Graduate and Professional level. It was fifth at the General Postsecondary level, tied second at the Colleges and Universities Undergraduate level, but received few mentions at the Community and Junior Colleges level.

This area does not appear to be important for further study by NCES. A major concern in this area is how to measure and assure quality. From reading the issue statements, one gets the impression that measuring quality and impact of instruction on students is an important activity, but one which is still debatable. Research needs to be done on how to measure institutional program "quality." At the Undergraduate level, type of curricula, amount of student-teacher interaction, type of institution (residential vs. commuter, single sex versus coeducational, minority vs. majority, and public vs. private) are suggested influencing quality. The impact of accreditation on quality is also important. At the graduate level measures of faculty research competence (e.g., number of publications), measures of attractiveness to students, curricula, and institution resources are suggested as important factors.

Student Aid - Federal Programs. This subissue area is the fifth most frequently mentioned overall, but over half of the time it appears it is related to General Postsecondary Education, where it is the third most frequently mentioned subissue area. It is ranked ninth at the Colleges and Universities Undergraduate level, but receives only five classifications at the Community and Junior Colleges level and none at the Graduate and Professional level.

These issue statements suggest that further information is needed on characteristics of students who receive funds (age, place of residence, marital status, dependency on parents, family income, commuting costs, part- or full-time status, and type of institution attended). Impact of staffing and facilities for financial aid offices on proportion of students receiving financial aid would also be important. What are student costs (both tuition, commuting expenses, living expenses, etc.) at community colleges, public vs. private colleges, etc.

Further information should also be obtained to evaluate the various financial aid programs including institutional and governmental cost to administer, retention rate of students in each program, and appropriateness of students who receive aid. Are students from any specific institutional types receiving more than a fair share of funding?

Finally, the adequacy and availability of financial aid information to the student should be investigated. What is currently provided? How is it disseminated? How do different dissemination procedures influence student's choices and their satisfaction with those choices? What information is useful to the student?

Lifelong Learning - General. This general subissue area ranked sixth overall, second at the General Postsecondary level and fifth at the Community and Junior Colleges level. Issues in this area suggest that more information is needed on the demand for nontraditional education and where it is being offered. What programs are offered by noneducational institutions--business, industry, government and military? What programs are offered by educational institutions and who is attending?

Lifelong Learning - Programs. This subissue area ranks third at the Community and Junior Colleges level, but is not among the ten most frequently categorized at any other level.

The issue statements in this area suggest that more information is needed on the nontraditional student, courses offered for the nontraditional student, and where they are being offered. The emphasis at the community college level may reflect the greater emphasis at that level on nontraditional students and reflect a change that may occur at other levels. Information on nontraditional programs might include vocational courses for adults, lifelong learning course work, nontraditional grading practices, contract courses with proprietary schools, etc. Information on the nontraditional student might include age, full time or part time, place of residence, credit vs. noncredit, sex, race, and socioeconomic status. What are the characteristics of faculty teaching nontraditional courses?

Institutional Finance - Public vs. Private. This subissue area is tied for forth rank at the Colleges and University Undergraduate level, but is not in the top ten at any other level.

Statements presented suggest that local, state, and federal support in relation to total public versus private institutions would be important information. Information on student fees at both types of institutions as well as availability and types of student aid at each might provide information related to competition for students. Costs to institutions of complying to federal and state regulations by type of funding would also be of interest.

Institutional Finance - Health of Institutions. This subissue area ties for fourth rank at the Colleges and Universities Undergraduate level and for fifth rank at the Graduate and Professional level. Overall, it is tenth ranked subissue area.

Information on the impact of institutional financial health on student fees, and tuition, faculty salary, and turnover, quality of the institution and availability of courses would be of interest in this area. Also, the relationship of cost to institutions of meeting federal regulations with financial health is important. Data that relates the development of new programs and/or new management systems to health of institutions is also of interest.

Summary of Major Questions. The nine most frequently mentioned subissue areas by level discussed earlier are: Government Regulation and Policy - Federal, State and Local Relationships; General Institutional

Governance and Management; Curriculum and Processes - Quality; Curriculum and Processes - New Programs and Courses; Student Aid - Federal Programs; Lifelong Learning - General; Lifelong Learning - Programs; Institutional Finance - Public vs. Private; and Institutional Finance - Health of Institutions. After in-depth review of the issue statements in these areas, it is possible to make some statements concerning the interrelationships of these issues. For example, major concerns under Government Regulation and Policy include student aid; federal, state, local and institutional relations (especially funding); and role of state governing boards and state regulations. Student aid is also mentioned in Student Aid - Federal Programs and Institutional Finance - Public vs. Private. The role of state governing boards and state regulations is also mentioned under General Institutional Governance and Management and under Curriculum and Processes - New Programs and Courses. Consumer information and protection is mentioned in statements in the top three subissue areas and under student aid. Also mentioned in the Governance and Management area are future forms of institutional management, which are related to new programs and courses, lifelong learning and health of institutions. Curriculum is a concern in the Curriculum and Processes - Quality; Curriculum and Processes -- New Programs and Courses; Lifelong Learning - General, and Lifelong Learning - Programs subissue areas.

Specific questions for further study are mentioned in-depth earlier in this section and should be consulted for further detail. However, major questions can be summarized below:

1. Who receives student aid? What types of institutions do these students attend? Who funds these programs? What are the student characteristics? What are institutional

financial aid office staffing characteristics? How can student aid programs be evaluated? Are there differences in student aid betwen public and private institution or between community colleges, colleges, and universities?

2. What is the impact of state planning on postsecondary education programs? What are the characteristics and responsibilities of statewide governing boards and/or planning agencies? What institutional policy changes result from these agencies? How are public and private institutions included in state planning? Specifically at the graduate level, what is the impact of state planning on duplicate graduate programs and on minority programs?

3. What is the relationship between state, federal and local governments and postsecondary education institutions? How much funding does each provide to different types of institutions (public, private, junior colleges, colleges, universities)?

4. What consumer information is provided by institutions, states, and the federal government on student aid availability, availability of nontraditional courses, course descriptions, etc.? What information in needed and how can this be supplied?

5. What types of curricula are offered and by what type of institution? What are the characteristics of the students in major curricular areas? What are future trends in this area and how does that impact governance and management of institutions?

6. What are the institutional, state and federal costs of complying to government regulations?

Although these areas seem to be fruitful areas for gathering information on emerging issues in postsecondary education, we would recommend that NCES proceed with caution. Comments in many of the issue statements suggest that the most useful information to explicate these issues may yet be under controversy. In addition, many statements expressed concern over the existing burdens of federal regulation. Finally, much data to explicate these questions may already exist and should be explored further.

APPENDIX A

INTERNAL ADVISORY COMMITTEE MEMBERS

John A. Centra is a Senior Research Psychologist in the Developmental Research Division. He has done extensive research on faculty development, evaluation of instruction, and student ratings of instruction. His recent publications include a book, Renewing and Evaluating College Teaching, and articles, e.g., "Women, Marriage and the Doctorate" in Findings, "Student Ratings of Instruction and Their Relationship to Student Learning" in American Educational Research Journal, and "Current Faculty Development Practices" in Change Magazine.

Mary Jo Clark is a Research Psychologist in the Higher Education Research Group. She has held positions at both state and private colleges and is doing research in higher education. Her latest publications include a book chapter titled "The Meaning of Quality in Graduate and Professional Education" and an article "Multiple Measures to Assess Doctoral Programs" in Findings. In addition to research in higher education, her current position as coordinator of research sponsored by the Graduate Record Examination Board and her active participation in professional associations provides her with an opportunity to maintain a link to the graduate education community.

K. Patricia Cross is a Distinguished Research Scientist at the Berkeley Office of Educational Testing Service. She has been selected as one of Change's top 44 leaders in higher education. She has become a leading advocate of shaping educational programs for the nontraditional learner and has conducted major research on new evaluation approaches for educational programs. Her most recent book is Accent on Learning: Improving Instruction and Reshaping the Curriculum. She is on the Commission on Women in Higher Education for the American Council on Education and has been editor and consulting editor for a number of journals.

Eleanor Horne is Associate Director of the ERIC Clearinghouse on Tests, Measurement and Evaluation and is familiar with the ERIC system as well as the other major information processing systems in the social sciences. In this position, she serves as editor of the ERIC-TM report series, which is designed to summarize results of research and development activities on critical and emerging topics in educational measurement, research design, and evaluation. Ms. Horne also serves as liason between the ERIC Clearinghouse and professional associations active in educational and psychological tests, measurement and evaluation.

Winton H. Manning is Senior Vice President for Development and Research at ETS. He has worked with postsecondary education institutions in his positions with the College Entrance Examinaton Board and ETS. He has published extensively in the fields of educational and psychological measurement and has in recent years become actively engaged in higher education research and policy analysis. He has recently focused on legal issues in education, including a paper presented at the American Educational Research Association, "Educational Research, Test Validity and Court Decisions", and a monograph prepared for the Carnegie Council on Policy Studies in Higher Education, The Pursuit of Fairness in Admission to Higher Education.

Richard E. Peterson is a Senior Research Psychologist at the Berkeley Office of Educational Testing Service. His publications in postsecondary education include issues of student protest as well as institutional planning and adult learning. Recent publications include Community Needs for Postsecondary Alternatives, "Institutional Goals and Curriculum Planning," in Findings, and a book chapter titled "Adult Learning Interests and Experiences."

Jonathan R. Warren, Research Psychologist at the Berkeley Office of ETS, is currently director of two projects funded by the Fund for the Improvement of Postsecondary Education (FIPSE). He has published articles on outcomes of undergraduate education and the assessment of learning. Recent publications include "The Match between Higher Education and Occupations," "The Continuing Controversy over Grades," and "Describing College Students in 87 Phrases or Less."

E. Belvin Williams, Senior Vice President for Program Areas, has experience in both administration and postsecondary education. Prior to coming to ETS, he had held positions in psychology, education, and administration at Columbia University. He is active in a number of professional associations, including the Association for Educational Data Systems, American Academy for Political and Social Sciences, American Psychological Association, and the American Association for the Advancement of Science.

Janet Williams is responsible for administering the Research Library at ETS. In that capacity, she has become familiar with bibliographic resources and information networks in education and psychology. She is responsible for both manual and computerized information retrieval activities related to the interests of ETS staff. Manual retrieval includes accessing information from sources within the ETS library collection, or from sources from other library collections, or even from consulting experts in the field. In the area of computerized information retrieval, she is trained and experienced in designing and executing searches on the systems available in the ETS Library, including SDC/ORBIT, LOCKHEED/DIALOG, NEW YORK TIMES/ Information Bank, and NCES/EDSTAT.

Warren W. Willingham is Executive Director for Program Research at ETS. He is author of more than 100 journal articles and technical reports with special emphasis on measurement, higher education, and the social context of educational programs. Recent books or monographs include Selective Admissions in Higher Education, Asessing Experiential Learning, and Validity and the Graduate Record Examinations. In addition to his research on education, he keeps in touch with the educational community through numerous consulting positions (e.g., U.S. Office of Education, Division of Higher Education Planning) and board positions (e.g., editorial board, Alternative Higher Education).

APPENDIX B

Memorandum for: JOHN CENTRA
MARY JO CLARK
K. PATRICIA CROSS
LETA DAVIS
TERRY HARTLE
ELEANOR HORNE
JOAN KNAPP
WINTON MANNING
RICHARD PETERSON
JONATHAN WARREN
E. BELVIN WILLIAMS
JANET WILLIAMS
WARREN WILLINGHAM

Subject: Framework for Identification of Opinion Leaders and Periodicals in Postsecondary Education

Date: October 18, 1977

From: Cheryl Wild

Introduction

The purposes of this study are (1) to identify issues in postsecondary education and (2) to provide NCES with a procedure to identify these issues in the future. Two procedures are proposed, identifying opinion leaders and conducting a content analysis of their written documents and conducting a content analysis of selected periodicals. Documents from January 1, 1975, through the present will be included in the review.

The first step of the project is to develop a framework to ensure that opinion leaders (or periodicals) from all appropriate groups are represented in the final samples. According to the RFP, postsecondary education "includes both collegiate schools, noncollegiate schools, both public and private schools, vocational education, adult education, etc." Adult basic education is not to be included.

In the following sections I have suggested the "Groups To Be Represented" by the final sample and procedures for "identification of Opinion Leaders." Please review these sections in detail and feel free to suggest other groupings and/or procedures for identifying opinion leaders. Procedures for sampling periodicals will be forwarded for review at a later date. Your comments and review by October 25, 1977, would be appreciated.

Groups To Be Represented

1. Two year public institutions

2. Two year private institutions

3. Four-year public institutions
4. Four-year private institutions
5. Graduate and Professional public schools
6. Graduate and Professional private schools
7. Vocational/Technical Schools - public
8. Vocational/Technical Schools - private
9. Cooperative Education (education provided adults in cooperation with industry, also called experiential learning)
10. Continuing Education (used to refer to part-time students, frequently adults, and frequently following nontraditional educational programs)
11. Umbrella Organizations (organization that typically speak for a large sector of postsecondary education)
12. Foundations
13. State Government
14. Federal Government
15. Consumer

Categories 9 and 10 are intended to focus on the general category of "Adult Education." Is this an adequate representation of adult education? How should opinion leaders be classified into groups? According to (a) all past affiliations as identified by a Who's Who, (b) all affiliations since January 1, 1975, or (c) only current affiliation?

Identification of Opinion Leaders

Listed below are 14 procedures to be used to identify opinion leaders in postsecondary education. Listed on the right are the groups each is expected to represent.

	Group Represented
1. Presidents, Chief Officers, and Administrators of selected schools, colleges and universities Selection to be based on	1-6

a) Nomination by Advisory Committee

b) NCES statistics to identify schools with

	Group Represented
-highest full-time enrollment	
-highest part-time enrollment	
-highest average age of student	
-size of instructional staff	
2. Officers and staff of umbrella organizations including:	11
a) Aspen Institute	
b) American Council on Education	
c) American College Testing Program	
d) College Entrance Examination Board	
e) Educational Testing Service	
f) Cooperative Assessment of Experiential Learning	
3. Officers from major foundations funding postsecondary education:	12
a) Carnegie Corporation of New York	
b) Danforth Foundation	
c) Exxon Education Foundation	
d) The Ford Foundation,	
e) W. K. Kellogg Foundation	
f) Lilly Endowment, Inc.	
g) The Rockefeller Foundation	
h) Rockefeller Brothers Fund, and	
i) Alfred P. Sloan Foundation	
4. Search of Congressional Information Service, Congressional Record and Federal Index for sources of federal information on postsecondary education	14
5. Invited participants in National Conferences,	
a) NIE Conference - Finance, Productivity, and Management in Postsecondary Education	1-15

		Group Represented
	b) ETS Invitational Conference - Education and the Law	1-15
	c) NIE Conference on Adult Learning Needs and the Future Demand for Lifelong Learning	9, 10
6.	Members of National Advisory Committees, e.g.	
	a) National Advisory Council on Extensions and Continuing Education	10, 14
	b) National Title I Steering Committee	14
	c) Commission on Nontraditional Studies	9, 10, 14
7.	Members of Congress and staff who deal with educational issues	14
8.	Educational Commission of the States - Officers, Policy, and Steering Committee Members	13
9.	State Directors of	
	a) Adult and Continuing Education	10
	b) Vocational Education	7-8
10.	Officers of	15
	a) U.S. National Student Association	
	b) United Students Association	
	c) American Council on Consumer Interests	
11.	Education Editors of *New York Times* *Washington Post* *Change*	15
12.	Contributors to selected publications	1-15
	a) *Daedalus* Vol. I & II, *American Higher Education: Toward an Uncertain Future* - 1974-75.	
	b) *Yearbook of Adult and Continuing Education*, Marquis Academic Media - 1976-77.	7-10
	c) *Yearbook of Higher Education*, Marquis Academic Media - 1976-77.	1-6

		Group Represented
13.	Leaders in Higher Education, *Change* article	1-15
14.	Officers and staff of associations representing postsecondary education	
	a) State Higher Education Executive Officers Association	1-6, 13
	b) National Association of State Directors of Vocational Education	7, 8. 13
	c) Cooperative Education Association	9
	d) American Association of Community and Junior Colleges	1-2
	e) American Association for Higher Education	1-6
	f) American Association of State Colleges and Universities	1-6
	g) American Association of University Professors	1-6
	h) Association of American Universities	1-6
	i) Association of Governing Boards	1-6
	j) Council on the Advancement of Small Colleges	1-6
	k) National Association of State Universities and Land Grant Colleges	1-6
	l) National Association of Trade and Technical Schools	7,8
	m) The Adult Education Association	10
	n) National University Extension Association	10
	o) National Association for Public Continuing Adult Education	10
15.	Persons preparing briefs for key cases in postsecondary education	
	a) Bakke vs. The Regents of the University of California	1-15

APPENDIX C

PROCEDURES FOR IDENTIFICATION OF POTENTIAL OPINION LEADERS

Names were collected from the following sources and recorded on file cards. The number of occurrences of each name was tallied to identify potential opinion leaders.

1. Chief executive officer of colleges, universities, and vocational/technical schools.

Institutions of potential opinion leaders whose title(s) indicated they were president and/or chief officer were looked up in the publication Education Directory 1976-77, Colleges and Universities. If the person was a chief executive officer according to the Directory, the person was credited with an "occurrence" for that position.

2. Officers, executive directors, steering committee members, trustees, or members of key committees of organizations and associations in postsecondary education

Academy for Educational Development

The Adult Education Association

American Association of Collegiate Registrars and Admission Officers

American Association of Community and Junior Colleges

American Association for Higher Education

American Association of State Colleges and Universities

American Association of University Professors

American Association of University Women

American Council on Education

American College Testing Program

American Institutes for Research

Association for Institutional Research

Association of American Colleges

Association of American Universities

Association of Governing Boards of Universities and Colleges

Aspen Institute

Brookings Institution

College and University Personnel Association

College Entrance Examination Board

Committee for Economic Development

Cooperative Assessment of Experiential Learning

Council for the Advancement of Small Colleges

Council for Educational Development and Research

Council for Occupational Education

Council of Graduate Schools in the United States

Council on the Financing of Higher Education

Educational Commission of the States

Educational Testing Service

League for Innovation in the Community College

National Association of College and University Business Officers

National Association of State Directors of Vocational Education

National Association of State Universities and Land Grant Colleges

National Association of Trade and Technical Schools

National Center for Higher Education Management Systems

National Education Association (Higher Education Div.)

National Merit Scholarship Corporation

National University Extension Association

New England Board of Higher Education

RAND Corporation

Research Triangle Institute

Society for College and University Planning

Southern Regional Education Board

State Higher Education Executive Officers Association

Western Interstate Commission for Higher Education

3. Officers from major foundations funding postsecondary education.

   a) Carnegie Corporation of New York
      - Carnegie Foundation for the Advancement of Teaching
      - Carnegie Council on Policy Studies

   b) Danforth Foundation

   c) Exxon Education Foundation

   d) The Ford Foundation

   e) W. K. Kellogg Foundation

   f) Lilly Endowment, Inc.

   g) The Rockefeller Foundation

   h) Rockefeller Brothers Fund, and

   i) Alfred P. Sloan Foundation
      - Sloan Commission on Higher Education and Government

   j) Change Foundation

4. Invited participants in National Conferences, e.g.:

   a) NIE Conferences
      - Finance, Productivity and Management in Postsecondary Education (1977)
      - Adult Learning Needs and the Future Demand for Lifelong Learning (1977)

   b) ETS Invitational Conference
      - Testing and the Public Interest (1976)
      - Education and the Law (1977)

   c) American Association on Higher Education Conferences (1976 and 1977)

   d) American Council on Education Conferences (1976 and 1977)

5. Members of national advisory committees and commissions, e.g.:

   a) Filer Commission

   b) National Advisory Committee for Black Higher Education

   c) National Advisory Committee for Career Education

   d) National Advisory Committee for Vocational Education

   e) National Advisory Council on Extensions and Continuing Education

   f) National Research Council

   g) National Title IX Steering Committee

6. Federal leaders

   a) Congress and staff who deal with education issues:

      - Members, House Subcommittee on Postsecondary Education, and their education staff
      - Members, Senate General Subcommittee on Education, and their staff

   b) Executive branch leaders - (OE, NIE, etc.)

7. State Directors of

   a) State Postsecondary Planning Commissions [a and b available from Educational Commission of the States]

   b) State Commission of Higher Education

   c) Career Education [(c) and (d) obtained from the ERIC Clearinghouse on Career Education]

   d) Vocational Education

8. Officers, Executive Directors of Consumer Groups:

   a) Coalition of Independent College & University Students

   b) National Student Association

   c) National Student Education Fund

   d) National Center for Educational Brokering

   e) National Student Lobby

9. Education editors and writers for popular media:

   a) Christian Science Monitor
   b) Los Angeles Times
   c) Ms. Magazine
   d) New York Times
   e) Newsweek
   f) Time
   g) U.S. News and World Report
   h) Wall Street Journal
   i) Washington Post
   j) Washington Star

10. Contributors to selected education media:

    a) Daedalus Vol I & II, American Higher Education: Toward an Uncertain Future 1974-75.

    b) Change Magazine and Change Press (1976 and 1977)

    c) Jossey-Bass (education publications, 1976 and 1977)

    d) McCutchan (education publications, 1976 and 1977)

11. Leaders listed in the 1975 Change Article

12. Clearinghouses and Data Base Resources:

    a) Educational Resources Information Center (ERIC) Clearinghouses on Tests and Measurement, Career Education, Higher Education, and Junior Colleges. Advisory committees, directors, and recommended resource lists from each.

    b) Office of Education Clearinghouses on Adult and Lifelong Education and on Community Education. Advisory committees, directors, and recommended resource lists from each.

    c) NEXUS

    d) New York Times Information Bank Computer Search*

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*This search was conducted, but was determined not to be a useful source for identification of opinion leaders.

e) Federal Index Computer Search*

f) Congressional Record Computer Search*

g) Congressional Information Service Index Search*

h) National Referral Center of the Library of Congress

i) NIE Resource Center

13. Research Centers (those independent of earlier organizations)
- Directors

a) Institute for Educational Leadership (George Washington University, 1001 Connecticut Avenue, N.W., Washington, D.C.)
    - Director of Postsecondary Education Convening Authority
    - Director Opinions in Education Authority
    - Director Career Education Policy Projects
    - Director of The Associates Program
    - Any lists of leaders from these programs

b) Higher Education Research Institute (UCLA)

c) Bureau of Applied Social Research (Columbia University)

d) Center for Research and Development in Higher Education (Berkeley, California)

e) Center for Studies in Vocational and Technical Education (University of Wisconsin)

f) Center for Vocational Education (Ohio State University)

g) Center for the Study of Evaluation (UCLA)

h) Institute for Social Research (University of Michigan)

i) Institute of Higher Education (Teachers College, Columbia University)

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*These searches were conducted, but were determined not to be useful sources for identification of opinion leaders.

Appendix D

Potential Opinion Leaders

Foundations	Membership Organizations	Other Educational Organizations	State Government	Federal Government
Laura Bernholdt	William A. Fowler*	George W. Bonhams	William Arceneaux	Earnest Bartell
Clark Kerr	Steven Frieheim*	K. Patricia Cross	Kenneth H. Ashworth	Terrel H. Bell*
Alan J. Pifer	Edmund J. Gleazer*	John W. Gardner	Terrel H. Bell*	Mary Berry
	William Goddard*	Winfred L. Godwin	Eugene Bottoms*	Ernest L. Boyer
	Roger W. Heyns	Harold L. Hodgkinson*	Patrick M. Callan	John Brademas
	Warren G. Hill*	Francis Keppel	E. T. Dunlap	Charles Buzzell
	Ralph K. Huitt	Layton Olson	William S. Fuller	Joseph A. Califano
	Morris T. Keeton	James A. Perkins	Samuel B. Gould	William Ford
	Richard M. Millard*	William Turnbull	Lee G. Henderson*	Tom Glennan
	Frederic Ness		Warren G. Hill*	Patricia Graham
	Jack W. Peltason		Richard M. Millard*	Howard Hjelm
	Lois D. Rice		James A. Norton	Harold L. Hodgkinson*
			Lawrence K. Pettit	William Kolberg
			Kerry D. Romesburg	F. David Mathews*
			Thomas C. Schmit	James O'Hara
			Milton B. Small	Clairborne Pell
				Carl Perkins
				Albert Quie
				Virgina Smith*
				Virginia Trotter*
				Casper W. Weinberger
				Willard Wertz

*Asterisk indicates a person appears in more than one column.

	Community and Junior Colleges	Colleges and Universities	Vocational/Technical Schools
Public	Nolen M. Ellison Niel D. Humphrey* Fujio Matsuda* Patrick E. McCarthy* John W. Oswald*	Alexander W. Astin Albert Bowker Arthur W. Chickering Arthur Cohen* Robben W. Fleming William Friday Niel D. Humphrey* Joel Magisos* Fujio Matsuda* F. David Mathews* Patrick E. McCarthy Martin Meyerson Frank Newman John W. Oswald* Rosemary Park Glenn Terrell Virginia Y. Trotter* Clifton R. Wharton E. T. York	
Private	Larry L. Luing Bruce E. Whitiker	Elias Blake Howard R. Bowen William G. Bowen Lloyd H. Elliott Luther Foster Norman Francis Theodore M. Hesburgh Matina S. Horner David C. LeShana Lewis B. Mayhew Sister Joel Read Paul C. Reinhart David Riesman Virginia Smith* William Van Alstyne	
Other	Arthur Cohen* Edmund J. Gleazer* Lee G. Henderson*		Eugene Bottoms* William A. Fowler* Steven Frieheim* William Goddard* Joel Magisos* John W. Thiele

*Asterisk indicates a person appears in more than one column.

Appendix E

Comments by Richard Evert on Issue Definition

I think it is better to state an issue in the form of a question than in the form of opposing declarative statements. To present the reader with two opposing statements is to leave to him or her the job of determining the common point at issue between the statements, unless, of course, the statements are phrased in nearly identical terms, in which case they will be irritatingly redundant. The statements are not in themselves issues; they are responses to some issue which has to be deduced by the reader. I should also say that I found the example of opposing statements on p. 18 rather perplexing. I had to read the statements several times before I got even a vague sense of the issue (issues?) involved, but my difficulties here are probably due as much to a lack of clarity in the statements as to the opposing statement format itself.

Having stated my preference for the question format, I would like to make a few observations on the way in which the syntax of a question affects its value as a statement of an issue. All but one of the questions you give as examples are questions which literally ask for a yes or no answer. There is an interesting and very important fact about yes-no questions: a "yes" answer can mean only one thing, but a "no" answer can mean many things. Consider the first question, "Is traditional liberal arts eduction being neglected in colleges and universities in favor of preparation for jobs?" Among the negative responses are: "No, because preparation for jobs is being neglected in favor of liberal arts education." "No, because the liberal arts are not being neglected." "No, because the liberal arts deserve to be de-emphasized." And so on. The multiplicity of negative responses is a function not of the content of this question but of its syntax. The syntactic structure of the yes-no question is, broadly speaking: AFFIRM or DENY X, where X is some declarative statement, in this case "Traditional liberal arts education is being neglected in colleges and universities in favor of preparation for jobs." While one can affirm this statement only by endorsing it as a whole, one can deny it by negating any one of its parts, or some combination of its parts, or all of its parts. For example, one could negate the subject, "traditional liberal arts education," by saying: "There is no such thing as a 'traditional liberal arts education;' this is only a self-serving myth used by humanists to justify their own interests." Again, it doesn't matter what the content of the yes-no question is; in principle, the syntax of every yes-no question implies that there can be but one positive response and many negative responses.

This fact suggests to me that questions which are to serve as statements of issues should not be put in the yes-no form, for to do so automatically characterizes all but one of the responses as dissent. I think we should avoid doing this for two reasons: (1) To mark all but one of the responses as dissent comes close to suggesting that there is a "correct" response; (2) the opinion leaders who make the comments which are to be analyzed as responses to an issue may not see their responses as at all negative or dissenting. And finally, I am uncomfortable with yes-no questions because they single out one response to an issue and give it special billing as something to be affirmed or denied.

I think the best question will be one which gives all responses equal footing. In this case that will be the question to which "Traditional liberal arts education is being neglected. . ." is one of the answers. Perhaps something like this is suitable: "To what extent are colleges and universities promoting educational programs which strike a proper balance between liberal arts eduction and preparation for jobs?" This question is the pinnacle of a hierarchy of questions which concern different aspects of this issue. The next level of the hierarchy would be two questions: "What is the proper balance between liberal arts education and preparation for jobs?" "To what extent are colleges and universities promoting programs which strike that balance?" These two questions in turn can be analyzed into more specific questions, and so on. At the upper levels of the hierarchy it is probably more accurate to ask questions in the form "What are?" "To what extent?" At the lower, more specific and more concrete levels of the hierarchy one might consider asking yes-no questions.

One further suggestion. I would avoid asking questions in the passive voice, because habitual use of the passive encourages vagueness. Consider again the question "Is liberal arts education being neglected in colleges and universities. . .?" The virtue of using the passive here is that it focuses attention on "liberal arts education" by making that phrase the subject of the question. But notice that the question omits what would be the subject of a parallel question in the active voice, namely the agent of the action: "Is__?__neglecting liberal arts education in colleges and universities. . .?" What goes in the blank? "administrators"? "students"? "faculty"? Perhaps the question of agent is part of the issue, but if so, this should be indicated by some means other than vague syntax. In my rewriting of the question I tried to do this by placing the vague phrase "colleges and universities" in the subject/agent position.

Memorandum for: MS. KNAPP
MS. WILD

Subject: Issues in Higher Education

Date: January 19, 1978

From: Richard Evert

The pressures of my own group assignments have permitted me only a few hours for reading and thought about your project, but I offer what scattered reflections have occurred to me. I cannot see any easy procedure to follow which will make the issues addressed in an article "jump off the page." Careful interpretive reading, preferably by more than one party, seems called for.

The purpose of the reading process may require some clarification. I found myself uncertain whether I was simply to cull out of the articles the opinion leaders' statements of what they consider to be the issues in higher education, or to infer issues from the claims made in the articles. I was unsure, therefore, how to deal with the first paragraph of Pifer's "Higher Education in the Nation's Consciousness," where he claims: "Like many other institutions these days, higher education has become the object of widespread skepticism....Increasingly, doubts are being voiced as to whether its benefits are not outweighed by its costs and burdens." Pifer takes this attitude for granted; he does not raise the issue, suggested to me, of to what extent this attitude really is in the minds of the people out there.

I also find myself noticing that some issues are matters of concern to the general public (i.e., "What economic benefits does a degree confer upon its holder?"), while others are probably issues only to professionals in education (i.e., the minutiae of the tenure mess). What about issues that should be, but currently are not, matters of concern to some group? Should issue statements include some specification of the group for whom that issue is a mater of concern?

At any rate, my reading suggested a possible four-step procedure which might help guide the process of interpretation and bring it under scrutiny. (1) While reading the article for the first time, check off in the margins the passages which seem to state or imply an issue. Any sentence or passage that brings an issue to mind should be checked. There will probably be a number of these clustered at the beginning of an article, as the author lays out his basic concerns. (2) After reading the whole article, go back to the checked passages and on a separate sheet of paper either write them down verbatim or jot down in rough form the issue they call to mind. (3) Revise these quotations or jottings into formal issue statements, looking for bias, vagueness, or other problems in the original statements. (4) It might be useful to look for some logical organizations among the issues and to spot other issues which these issues seem to suggest.

Unfortunately, I cannot give a full-fledged example of the application of this procedure, since I hit on it only after flailing around in the material. Steps (1) and (2), I think, require no elucidation. As a partial example of step (3), I list the issue statements I got out of Pifer's article:

1. Are the benefits of higher education outweighed by its costs and burdens?

2. To what extent is public scepticism about the value of higher education justified?

3. What priority should higher education be assigned in the allocation of scarce public resources?

4. Is a college degree no longer worth a young person's investment in it because of its declining economic returns?

5. Does the apparent decline in economic value of a degree represent a serious threat to the financial viability of higher education because this decline will lead to sharply falling enrollments?

6. How does higher education affect the nation's welfare?

Statements 1, 3, 4, and 6 suggested to me a hierarchy of implied issues, which I fleshed out (imperfectly) as follows:

I. What priority should government officials give to higher eduction in the allocation of scarce public resources?

    A. How does the value of higher education to the nation compare with the cost of higher education in the nation?

        1. What is the value of higher education to the nation?

            a. What benefits is the nation currently realizing from its institutions of higher education?

                (1) What benefits is the nation receiving collectively?

                (2) What benefits are individuals in the nation receiving?

            b. What potential but as yet unrealized benefits could the nation receive from higher education?

                (1) Collective

                (2) Individual

            c. What losses is the nation suffering from imperfections in its system of higher education?

                (1) Collective

                (2) Individual

- d. What potential but as yet unrealized losses would the nation suffer from weakening its system of higher education?
    - (1) Collective
    - (2) Individual

2. What is the cost of higher education to the nation?

3. What is the cost-benefit relationship?
    - a. Actual cost to actual benefit
        - (1) Collective
        - (2) Individual
    - b. Potential cost to potential benefit
        - (1) Collective
        - (2) Individual

B. How does this cost-benefit relationship of higher education compare with the cost-benefit relationship of the institutions competing with higher eduction for scarce public resources?

RE:slc

Appendix F

ISSUE AREAS IN POSTSECONDARY EDUCATION

1. Institutional Finance

    a. Endowments
    b. Federal Aid
    c. State Aid
    d. Tuition and Fees
    e. Public vs. Private
    f. Health of Institutions

2. Institutional Governance & Mgt.

    a. Management systems
    b. Productivity
    c. Division of funding
    d. Accreditation
    e. Institutional goals
    f. Enrollment
    (g. Facilities)[1]

3. Student Aid

    a. Federal programs
    b. State programs
    c. Institutional programs
    d. Tax relief
    e. Selective entitlement
    f. Who benefits
    g. Default rates on loans

4. Curriculum and Processes

    a. Grading
    b. New programs and courses
    c. Preparation for employment (Degrees)
    d. Retention
    (e. Quality)
    (f. Institutional climate)

5. Research

    a. Federal control
    b. Setting of priorities
    c. Institutional concerns

6. Legal

    a. State aid
    b. Constitutional issues

7. Admissions

    a. Recruitment
    b. Selection
    (c. Affirmative Action)
    (d. Transfer/Migration)

8. Faculty and Personnel

    a. Faculty renewal and development
    b. Retirement
    c. Tenure/reward system
    d. Collective bargaining
    e. Academic freedom
    (f. Affirmative action)

9. Values and Benefits of PSE

    a. Manpower/job/career training
    b. Educational outcome - who gets what?
    c. Economic return
    d. Personal return

10. Government Regulation and Policy

    a. Federal, state, local relationships
    b. Lobbying

11. Lifelong Learning

    a. Institutions
    b. Programs
    c. Students
    d. Vocation

(12. Student Characteristics)

    (a. Resident/commuter)
    (b. Family characteristics)
    (c. Full-time/part-time)
    (d. Working student)

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[1] Issues in parentheses were added to the list during the content analysis process.

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RECOMMENDED PROCEDURES FOR IDENTIFICATION OF POTENTIAL OPINION LEADERS

Names were collected from the following sources and recorded on file cards. The number of occurrences of each name was tallied to identify potential opinion leaders.

1. Chief executive officer of colleges, universities, and vocational/technical schools

Institutions of potential opinion leaders whose title(s) indicated they were president and/or chief officer were looked up in the publication Education Directory 1976-77, Colleges and Universities. If the person was a chief executive officer according to the Directory, the person was credited with an "occurrence" for that position.

2. Officers, executive directors, steering committee members, trustees, or members of key committees of organizations and associations in postsecondary education

Academy for Educational Development

The Adult Education Association

American Association of Collegiate Registrars and Admission Officers

American Association of Community and Junior Colleges

American Association for Higher Education

American Association of State Colleges and Universities

American Association of University Professors

American Association of University Women

American Council on Education

American College Testing Program

American Institutes for Research

Association for Institutional Research

Association of American Colleges

Association of American Universities

Association of Governing Boards of Universities and Colleges

Association of Independent Colleges and Schools

Aspen Institute

Brookings Institution

College and University Personnel Association

College Entrance Examination Board

Committee for Economic Development

Cooperative Assessment of Experiential Learning

Council for the Advancement of Small Colleges

Council for Educational Development and Research

Council for Occupational Education

Council of Graduate Schools in the United States

Council on the Financing of Higher Education

Educational Commission of the States

Educational Testing Service

League for Innovation in the Community College

National Association of College and University Business Officers

National Association of State Directors of Vocational Education

National Association of State Universities and Land Grant Colleges

National Association of Trade and Technical Schools

National Center for Higher Education Management Systems

National Education Association (Higher Education Div.)

National Home Study Council

National Merit Scholarship Corporation

National University Extension Association

New England Board of Higher Education

RAND Corporation

Research Triangle Institute

Society for College and University Planning

Southern Regional Education Board

State Higher Education Executive Officers Association

Western Interstate Commission for Higher Education

3. Officers from major foundations funding postsecondary education.

   a) Carnegie Corporation of New York
      - Carnegie Foundation for the Advancement of Teaching
      - Carnegie Council on Policy Studies

   b) Danforth Foundation

   c) Exxon Education Foundation

   d) The Ford Foundation

   e) W. K. Kellogg Foundation

   f) Lilly Endowment, Inc.

   g) The Rockefeller Foundation

   h) Rockefeller Brothers Fund, and

   i) Alfred P. Sloan Foundation
      - Sloan Commission on Higher Education and Government

   j) Change Foundation

4. Invited participants in National Conferences, e.g.:

   a) NIE Conferences

   b) ETS Invitational Conference

   c) American Association on Higher Education Conferences

   d) American Council on Education Conferences

5. Members of national advisory committees and commissions, e.g.:
    - a) Filer Commission
    - b) National Advisory Committee for Black Higher Education
    - c) National Advisory Committee for Career Education
    - d) National Advisory Committee for Vocational Education
    - e) National Advisory Council on Extensions and Continuing Education
    - f) National Research Council
    - g) National Title IX Steering Committee

6. Federal leaders
    - a) Congress and staff who deal with education issues:
        - Members, House Subcommittee on Postsecondary Education, and their education staff
        - Members, Senate General Subcommittee on Education, and their staff
    - b) Executive branch leaders - (OE, NIE, etc.)

7. State Directors of
    - a) State Postsecondary Planning Commissions [a and b available from Educational Commission of the States]
    - b) State Commission of Higher Education
    - c) Career Education [(c) and (d) obtained from the ERIC Clearinghouse on Career Education]
    - d) Vocational Education

8. Officers, Executive Directors of Consumer Groups:
    - a) Coalition of Independent College & University Students
    - b) National Student Association
    - c) National Student Education Fund
    - d) National Center for Educational Brokering
    - e) National Student Lobby

9. Contributors to selected education media for last year

   a) Change Magazine and Change Press (1976 and 1977)

   b) Jossey-Bass (education publications, 1976 and 1977)

   c) McCutchan (education publications, 1976 and 1977)

10. Contact the Editor of Change to identify current lists of opinion leaders.

11. Clearinghouses and Data Base Resources:

   a) Educational Resources Information Center (ERIC) Clearinghouses on Tests and Measurement, Career Education, Higher Education, and Junior Colleges. Advisory committees, directors, and recommended resource lists from each.

   b) Office of Education Clearinghouses on Adult and Lifelong Education and on Community Education. Advisory committees, directors, and recommended resource lists from each.

   c) NEXUS

   d) National Referral Center of the Library of Congress

   e) NIE Research Center

12. Research Centers (those independent of earlier organizations) - Directors

   a) Institute for Educational Leadership (George Washington University, 1001 Connecticut Avenue, N.W., Washington, D.C.)
      - Director of Postsecondary Education Convening Authority
      - Director Opinions in Education Authority
      - Director Career Education Policy Projects
      - Director of The Associates Program
      - Any lists of leaders from these programs

   b) Higher Education Research Institute (UCLA)

   c) Bureau of Applied Social Research (Columbia University)

   d) Center for Research and Development in Higher Education (Berkeley, California)

e) Center for Studies in Vocational and Technical Education (University of Wisconsin)

f) Center for Vocational Education (Ohio State University)

g) Center for the Study of Evaluation (UCLA)

h) Institute for Social Research (University of Michigan)

i) Institute of Higher Education (Teachers College, Columbia University)

[redacted]

DEVELOPMENT OF A SYSTEM FOR THE EMPIRICAL DETERMINATION OF ISSUES IN POSTSECONDARY EDUCATION

Final Report of Task 1
Volume II

by
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Introduction

The two appendices in this volume present Issue Statements by Reference (H) and Issue Statements by Sub-Issue Area and Level (I). The numbers assigned to issue areas in Volume II differ from those used in Volume I.

In Volume II, the numbers refer to the original issue area classification scheme as presented in Appendix F of Volume I. A condensed version of that appendix appears below with a cross-reference to the numbers (ranks) used in Volume I.

In Volume I, the numbers in Tables 7 and 8 (pages 33-36 and 44-47) are the ranks of the global issue areas based upon the Grand Total column. Therefore, number 1 ranked Curriculum and Processes in Volume I appears in this volume as 4; number 2 ranked Government Regulation and Policy appears in this volume as 10; number 3 ranked Institutional Finance appears in this volume as 1; etc.

NUMBER IN THIS VOLUME	ISSUE AREA	NUMBER (RANK) IN VOLUME I
1	Institutional Finance	3
2	Institutional Governance and Management	4
3	Student Aid	6
4	Curriculum and Processes	1
5	Research	12
6	Legal	11
7	Admissions	7
8	Faculty and Personnel	9
9	Values and Benefits of PSE	5
10	Government Regulation and Policy	2
11	Lifelong Learning	8
12	Student Characteristics	10

APPENDIX H

ISSUE STATEMENTS BY REFERENCE

Reference: Alfred, R. L., Fremer, J. A., & Lightfield, E. T. A growing role for institutional research. *Community and Junior College Journal*, 1977, *47*(6), 32-34.

Level	Issue Area	Issue
Community & Junior Colleges	2e, 4e	What are the pressures being experienced by community colleges in the areas of accountability and evaluation?
Community & Junior Colleges	2a, 2b, 2e	What is the role of institutional research in community colleges?
Community & Junior Colleges	2a, 2b, 2c, 4e	What are the problems and issues that researchers should address? a. Fiscal management and cost analysis b. Long-range planning c. Institutional accountability d. Institutional goal assessment e. Community needs assessment and college impact f. Need for program evaluation g. Data and information management h. Student characteristics
Community & Junior Colleges	2a, 2b, 2e	How can institutional researchers balance clerical interest (data collection; internal and external reporting responsibilities) with assuming a new role in planning, management, and evaluation?

DATA ELEMENTS:

- Presence or absence of research offices in community colleges
- Functions of research offices or departments in community colleges

Reference: Alstyne, C. V., Withers, J., & Sharon, E. Affirmative inaction: The bottom line tells the tale. Change, 1977, 9 (8), 39-41, 60.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	8f	What accounts for the differences in salary by race and sex among higher education administrators?
Colleges & Universities Undergraduate	8f	To what extent are salaries set a. in response to competitive job markets, either national or local, outside the institutions? b. at the discretion of management in relationship to other jobs inside the institutions?
Colleges & Universities Undergraduate	8f	To what extent are differences in employment patterns and salary levels the result of discrimination in the labor market over and above sex and race?
Colleges & Universities Undergraduate	8f	To what extent would an examination of the characteristics of employers provide a more realistic understanding of how institutions facilitate or impede equal opportunity for women and minorities?
Colleges & Universities Undergraduate	8f	How can an understanding of employment practices provide a basis for meaningful affirmative action?

Reference: Arceneaux, W. State/federal/institutional partnerships in postsecondary education. Paper presented at the Federal Relations Conference, Council for Advancement and Support of Education, Washington, D.C., January 1978.

Level	Issue Area	Issue
General Postsecondary	10a	To what extent is education the primary responsibility of the states?
General Postsecondary	10a	What is the federal role in the area of education?
General Postsecondary	10a	To what extent will a state/federal/institutional partnership represent the most effective and efficient means of marshalling the nation's educational resources?
General Postsecondary	7c, 10a	To what extent is equal educational opportunity (with regard to age, race, sex, national origin, handicap, economic condition, or geographic location) a national (state/federal/insitutional) goal? .
General Postsecondary	7c, 10a	To what extent has the state/federal/institutional partnership achieved equal access to postsecondary education?
General Postsecondary	4e, 10a	To what extent has postsecondary education excellence and an informed citizenry been supported as national goals?
General Postsecondary	10a	To what extent has the federal government failed to recognize and understand the difference among states and how has this hindered the creation of an effective state/federal/institutional partnership in postsecondary education?
General Postsecondary	10a	To what extent has federally required state postsecondary education planning ignored or failed to build upon and strengthen exising state efforts?
General Postsecondary	3a, 3b, 10a	How far should the federal establishment go to standardize forms and systems of student financial aid such as:

Level	Issue Area	Issue
		a. a common application form?
		b. a common or comparable needs-analysis system?
		c. common calendar for the management of federal and state student aid?
		d. a coordination of state-related programs in U.S.O.E.

Reference: Arrington, M. More on grades. AAUP Bulletin, 1977, 63, 53-56.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	4a	What are the limitations of using traditional measures of student competency and skill as indicators of future performance?
Colleges & Universities Undergraduate	4a	How valid are traditional measures of student performance in determining future competency (in the marketplace)?
Colleges & Universities Undergraduate	2e, 4a	What institutional policy options may be developed by colleges and universities to offset the limitations of traditional student performance measures?
Colleges & Universities Undergraduate	4a	What is the relationship between grades assigned and communication between teacher and student?

Reference: Astin, A. W. Equal access to postsecondary education: Myth or reality? UCLA Educator, 1977, 19 (Spring), 8-18.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	7, 9	What difference does it make if a student attends a selective private university rather than a two-year college?
Colleges & Universities Undergraduate	7, 9b	What is the relationship between admission to a selective private university or a two-year college and equivalent educational experience?
Colleges & Universities Undergraduate	4e, 9	To what extent is educational opportunity equivalent in different types of institutions?
Colleges & Universities Undergraduate	4e, 12a	To what extent do "commuter institutions", by minimizing the disruption in students' outside life, decrease the students' involvement in the educational process?
DATA ELEMENTS:		• Ability levels, family income, race of enrolled students by types of institution, retention, educational resources, educational and general money spent per student, value of buildings, land, and equipment per student, expenditures for libraries per student, faculty salary, percentage of students living in college residencies, expenditures for financial aid per student and tuition charges.
Colleges & Universities Undergraduate		To what extent is the educational function of colleges and universities improved and/or inhibited by selective admission?

Reference: Astin, A.W. On the failures of educational policy. Change, 1977, 9 (9), 40-32.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	2, 9	To what extent do educators and administrators delude themselves into neglecting the putative ideal of higher education, while declaring themselves its promotors?
Colleges & Universities Undergraduate	1e	To what extent is public higher education attracting students from the less prestigious private institutions?
Colleges & Universities Undergraduate	1e	What are the educational implications of the trend of declining relative size of the private higher education sector?
Colleges & Universities Undergraduate	4b,4c, 4d,4e, 4f	What are the advantages/disadvantages of public versus private higher education to the students?
DATA ELEMENTS:		• Student personal growth, satisfaction, student/faculty relationships, involvement in educational programs, implementation of career plans upon graduation, variety of courses offered, social life
Colleges & Universities Undergraduate	4b,4e, 4f	To what extent is the trend to increase an institution's size an advantage or disadvantage in increasing ability to serve a diverse constituency, decreasing costs per pupil, and increasing personal growth of students and student achievement and involvement in education?
Colleges & Universities Undergraduate	1f, 4f	To what extent have single sex colleges been forced to become coeducational to maintain financial health of the institutions?
Colleges & Universities Undergraduate	4c,4d, 4e, 4f	What are the advantages and disadvantages to students of single sex versus coeducational colleges (academic involvement, faculty interaction, self-esteem, career plans, starting salaries, leadership, completion of degrees, aspiration to higher degrees, social life)?
Community & Junior Colleges	2, 4, 11	What is the educational impact of community colleges on the various clientele (adults, part-time students, students pursuing technical courses not usually offered in colleges, and traditional students coming from high school to obtain a baccalaureate degree)?

Level	Issue Area	Issue
Community & Junior Colleges	2g, 4d, f	To what extent do lack of residential facilities, difficulty in transferring to four-year colleges, and low student involvement in campus life deter the traditional student in a community college from completing a baccalaureate degree?
Community & Junior Colleges	1, 2	Why has the expansion of American higher education been so heavily concentrated in community colleges?
Community & Junior Colleges	1	To what extent have community and junior colleges resulted in less expensive eduational opportunities?
Community & Junior Colleges	4d, 7c	To what extent have community colleges resulted in expansion of educational opportunity and completion of degree goals?
Colleges & Universities Undergraduate	2g, 4f, 9	To what degree do college residents benefit more from higher education than commuters (especially in terms of personality, attitudes, persistence, and implementation of career plans)?
Colleges & Universities Undergraduate	3a,3b, 4d	What forms of student financial support (state and federal; loans, grants, work-study) are most effectual in terms of college completion?
Colleges & Universities Undergraduate	2a, 9	How has the increasing responsiveness of education policies to political and economic influences instead of to intellectual and educational achievement affected colleges and universities?
Colleges & Universities Undegraduate	2a	What has been the effect of federal policy changes on American education?
Colleges & Universities Undergraduate	1e, 2f	What are the implications of public universities' substantial growth at the expense of private universities?
Colleges & Universities Undergraduate	1f	What are the implications of the trend away from single sex colleges?
Colleges & Universities Undergraduate	10a	How have the federal and state governments influenced the expansion of residential facilities?
Colleges & Universities Undergraduate	2f	What is the actual effect of open admissions on university systems that have implemented such a policy?
Colleges & Universities Undergraduate	2e	How can American higher education alter its current perilous course, based on economic rather than educational decisions?

Reference: Bell, T. H. The potential of technology to increase effectiveness and cut costs in the labor-intensive field of education. Unpublished speech to the Annual Education-Industry Executive Seminar, sponsored by Control Data Corporation, October 5, 1977

Level	Issue Area	Issue
General Postsecondary	4b	To what extent has "education" been responding assertively and aggressively to the potential to modernize and update American Educational practice?
General Postsecondary	4e, 4f	To what extent is technology likely to make learning inhumane instead of an emotional human activity?
General Postsecondary	4e, 4f, 8	To what extent is technology likely to make education more humane by freeing teachers from work man-machine systems can do, thus permitting more teacher-student interactions?
General Postsecondary	4f	To what extent is our society witnessing a dramatically decreased sense of community?

Reference: Berkenkamp, F. J. More on the federal impact on colleges and universities. Community and Junior College Journal, 1977, 48 (3), 7-9.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	3a	To what extent should the continued separation of scope between two-year and four-year institutions be pressed?
Colleges & Universities Undergraduate	3a	To what extent would replanning institutional priorities improve funding outlook in the resource-limited realities of the 1980's?
Colleges & Universities Undergraduate	1	How would an increased use of a bilateral approach to obtaining funds for community colleges improve funding possibilities?
DATA ELEMENTS:		• Examples of what constitutes a bilateral approach • Case study where such an approach has proven viable
Colleges & Universities Undergraduate	1b	What are the advantages/disadvantages of collective consortiums of community colleges with respect to obtaining federal funds?
Colleges & Universities Undergraduate	2, 10	To what extent will institutional self-policing avoid additional federal regulation?
DATA ELEMENTS:		• How can institutional "self-policing" be enforced (with regard to misrepresentation, etc.) in a competitive institutional market? • Areas in which violations and potential violations regularly occur • What practices are covered or what violations are specifically prohibited by federal/state regulations?

Reference: Berry, M. J. Education policy in the Carter administration. Paper presented to the Washington Policy Seminar for Black Educators, Washington, DC, September 7, 1977.

Level	Issue Area	Issue
General Postsecondary	10a	How should a federal affirmative action program be structured?
General Postsecondary	7b, 10	How can access to quality education for everyone (racial minorities, women, handicapped, and non-English speaking) be assured by the federal government?
General Postsecondary	7	To what extent has the opening of opportunities to minorities meant closing opportunities to others?
General Postsecondary	2e, 4e, 7b	What is the relationship between open affirmative admission policies and relaxation of graduation standards?
General Postsecondary	7a, 7c	How can affirmative action be encouraged by the federal government in all white schools without leaving primarily black schools with an insufficient applicant pool?
General Postsecondary	1b, 6b, 10	What should be the relationship between the federal government's financial obligations and institutions' financial obligations in desegregation efforts?
General Postsecondary	7	To what extent has affirmative action created a backlash in admission?
General Postsecondary	10a	To what extent does federal financial support for increasing quality of postsecondary education imply support or control of state role in education?
General Postsecondary	10a	To what extent can the federal government address unmet education needs of black Americans?

DATA ELEMENTS:

- What are the unmet educational needs of black Americans?
- Is there a disproportionate number of whites in higher education?

Reference: Blumer, D. H. Faculty collective bargaining: A status report. Community and Junior College Journal, 1975, 45 (8), 27-29.

Level	Issue Area	Issue
Community & Junior Colleges	8d	To what extent have community colleges been in the vanguard of collective bargaining in higher education?
DATA ELEMENT:		o Unionization status of institutions, system and bargaining agent.
Community & Junior Colleges	8d	To what extent and why has the unionization of community colleges slowed?
Community & Junior Colleges	6b, 8d, 10a	To what extent do traditional labor laws "fit" the higher education context?

Reference: Boffey, P. M. The budget and research. Chronicle of Higher Education, 1975, 9, (19) 5.

Level	Issue Area	Issues
Colleges & Universities Undergraduate	1b, 5a	To what extent would a cutback (or less than inflation increase) in federal funding to support research and development at the nation's colleges and universities affect these institutions?
DATA ELEMENT:		o Solid budget figures for federal expenditures for prior years and planned or estimated future expenditures.

Reference: Bonham, G. W. Bakke. Change, 1977, 9 (10), 18, 20-21.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	6	To what extent can issues of human rights raised by Bakke be decided on narrow procedural grounds rather than on public morality and practice?
Colleges & Universities Undergraduate	6b, 7c	To what extent is the Bakke case (decision) likely to bring further legal, political, and bureaucratic intervention that will inhibit flexible admission policies for underprepared students?
Colleges & Universities Undergraduate	6, 7c	To what extent should quotas be enforced by HEW as a measure of affirmative action in colleges and universities?
Colleges & Universities Undergraduate	6, 7c	To what extent is Bakke a result of educational institutions' success in educating undergraduate minorities?
DATA ELEMENTS:		• What are retention rates for black and whites? • What are undergraduate entry levels for blacks and whites?
Colleges & Universities Undergraduate	7c	To what extent are postsecondary education institutions offering momentary admission advantages to those hitherto deprived?
Colleges & Universities Undergraduate	7c	To what extent do SAT scores underpredict the likelihood of black students' success?
Colleges & Universities Undergraduate	7c	To what extent can "high risk" students who succeed be identified in the admission process by careful and nontraditional admission procedures?
Graduate & Professional	7c	To what extent have special admission programs resulted in increasing representation of minorities in graduate and professional school programs?
Graduate & Professional	7b	To what extent do traditional criteria exclude students who would achieve professional success?

Level	Issue Area	Issue
DATA ELEMENTS:		• Undergraduate enrollment data for blacks or whites
		• Graduate and professional schools retention data for blacks or whites
		• What admission procedures criteria are used for undergraduate, graduate, and professional school admission?

Reference: Bottoms, G. Latest word from Washington. American Vocational Journal, 1977, 52 (9), 7-9.

Level	Issue Area	Issue
Vocational Technical	1b	To what extent can federal appropriations for vocational education be increased by vocational educators expressing a desire and capacity to serve all persons who need services?
Vocational Technical	4c	How would new patterns for linking education and work over an extended period of years help youth in the transition?
Vocational Technical	4b	What are the vocational education needs of society and students, and what program changes are needed to meet these needs?
Vocational Technical	11b	To what extent is there a need for vocational education for out-of-school youth and adults?
Vocational Technical	11b, 11c	How can vocational education needs of disadvantaged and handicapped persons be better met?
Vocational Technical	4b	To what extent do vocational education programs and/or program locations need to be expanded to more communities?
DATA ELEMENT:		• How many vocational education students have gone into business as a result of the class? How many jobs have been developed in the community as a result?
Vocational Technical	1b, 1c, 10a, 10b	How can legislation that gives the small business manager a tax break for working with someone in a cooperative school work program be promoted?
Vocational Technical	2, 4b	How can vocational education a. Provide technical assistance and training programs for industry? b. Encourage industrial development in a community? c. Assist in the development of community development corporations?

Level	Issue Area	Issue
Vocational Technical	11c	Who are the potential recipients of vocational education?
Vocational Technical		What effect does the current economic situation have on vocational education?
Vocational Technical	1b	What will be the effect on vocational education of decreasing federal participation?
Vocational Technical	11c	How can vocational education better prepare students for finding jobs?
Vocational Technical	11c	How can vocational student organizations assist in the development of instructional programs?
Vocational Technical	11b	How can vocational education programs be made more effective?

Reference: Bowen, W. G. Admissions and the relevance of race. Unpublished paper, Princeton University, 1977.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	7c	What policies have been implemented to improve the access of minority students to education?
Colleges & Universities Undergraduate	7c	To what extent should the federal government insist that race be a relevant consideration in admission decisions?
Colleges & Universities Undergraduate	6b	What are the implications of the Bakke case (decision) on all universities' admission procedures?
Colleges & Universities Undergraduate	7b	What considerations should be taken into account in deciding which individuals to admit from the large number who apply (GPA, test scores, recommendations, etc.)?
Colleges & Universities Undergraduate	7a	Are there significant distinctions between the use of quotas and goals in the recruitment of minority students?
Colleges & Universities Undergraduate	7b	What are the considerations that go into making admission decisions?
Colleges & Universities Undergraduate	7c	How does the composition of the student body affect educational institutions?
Colleges & Universities Undergraduate		To what extent is racial diversity related to educational benefits?
Colleges & Universities Undergraduate	7b	To what extent should the potential contributions of each candidate to society be considered during the admission process?
Colleges & Universities Undergraduate	2e	If institutions are forced to be insensitive to race, to what extent can they discharge their responsibility to develop this country's social capital?

Reference: Bowen, H. R. Advanced study: Some thoughts on future social needs for highly educated men and women. Unpublished paper, University of Iowa, December 13, 1977.

Level	Issue Area	Issue
Graduate & Professional	9	What will be the prospect for advanced study in the next several decades?
Graduate & Professional	9a	To what extent will the state of the labor market for advanced degree holders change in the next decade?
Graduate & Professional	9	To what extent is American society overeducated?
Graduate & Professional	9	To what extent is advanced education overexpanded in relation to the quality of the applicant pool?
DATA ELEMENTS		• What percentage of high school and college graduates do not go on for further study? • Who are these people? • What are their reasons for not continuing? • To what extent would additional financial aid, released time from work, etc., decrease this percentage? • How many who do not go on are qualified to go? • What are their reasons for stopping?
Graduate & Professional	3b, 3c, 7	How can postsecondary institutions (or state governments) encourage qualified persons from nontraditional groups (low-income families, women, and adults) to participate in advanced education?
Graduate & Professional	7, 9b	To what extent should the opportunities for advanced training be limited by the job market as opposed to freedom of choice by the student?

Level	Issue Area	Issue
Graduate & Professional	4c, 9b	What is the responsibility of the institution in guiding students in advanced study coursework in response to the job market?
Graduate & Professional	4c	To what extent should graduate programs change their emphasis on teaching to an emphasis that will be easily adaptable to a wide range of jobs?
Graduate & Professional	9b	What is the short-run political outlook for meeting social needs and increasing demand for more professional and administrative jobs?
Graduate & Professional	9a, 9b	To what extent does attacking big social problems (federal monies) increase the demand for individuals with higher degrees?
Graduate & Professional	9b	To what extent does availability of highly educated workers affect employers' adoption of technologies that will permit use of this labor pool?
Graduate & Professional	9b	What are the benefits of Ph.D.'s going into business and government?
Graduate & Professional	9	To what extent are future social changes likely to affect manpower deployment? a. What are the likely outcomes of selected social changes?
Graduate & Professional	9	To what extent is the solution of certain existing social problems likely to affect the demand for persons with advanced study?

Reference: Bowen, H. R. Higher education's future. Chronicle of Higher Education, 1977, 15 (15) 10.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	2, 4c, 4e, 9b 9c, 9d	To what extent should the future of higher education be decided on moral grounds based on the following propositions: a. That higher education contributes to the cognitive and affective qualities and the practical competence of people as individuals and is therefore conducive to their full development as human beings? b. That higher education enhances the quality of social life in many ways? c. That the number of persons who could benefit from higher education greatly exceeds the number who now partake of it, especially if innovative programs suited to diverse clienteles were available?
Colleges & Universities Undergraduate	2, 4c, 4e, 9b, 9c, 9d	How will the following increase pressure for open access to higher education: a. Reduction of traditional enrollments? b. Unemployment of uneducated youth? c. Natural-resource depletion and pollution?

Reference: Bowen, H. R. The differences among colleges. Chronicle of Higher Education, 1977, 15 (13), 9.

Level	Issue Area	Issue
General Postsecondary	4d, 4f, 7a, 12	To what extent do institutions of higher education differ because of the characteristics of students they attract, recruit, and retain?
General Postsecondary	4, 9, 12	To what extent do institutions of higher education change students?
General Postsecondary	7, 12	To what extent are differences in student-faculty ratio, distinction of faculty, elaborateness of facilities, relative stress on liberal and vocational education, religious emphasis, residential arrangements, and degree of cosmopolitanism in institutions important in determining the characteristics of students attending each institution?
General Postsecondary	4e, 9, 12	What is the relationship between student learning ability and characteristics of the institution?
DATA ELEMENTS:		• revenue per student • percent of faculty with doctorates • size of institution • student freedom to choose courses • instructors' interest in students • cultural facilities and programs
General Postsecondary	4e, 4f, 9b, 12	To what extent do small institutions (and/or liberal arts institutions), other things being equal, produce more desirable student changes than large institutions?
General Postsecondary	4e, 4f, 9b, 12a	How do different modes of residential living affect the learning and personal development of students?
General Postsecondary	4e, 9c	What impact does institutional quality have on the lifetime earnings of students?

Reference: Boyer, E. L. The core of learning. Address before the 32nd National Conference on Higher Education, Chicago, March 1977.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	4b	To what extent do colleges currently require a core curriculum or a "free elective" system?
Colleges & Universities Undergraduate	4b	Should a common core curriculum be required for all students?
Colleges & Universities Undergraduate	4c, 9b	To what extent have the relationships of education and work been underemphasized and/or misrepresented in colleges and universities?
Colleges & Universities Undergraduate	4b	To what extent should the common core curriculum cover our common heritage in the past, challenges of a common present heritage, and alternatives for the future?

Reference: Brademas, J. Address at a conference on independence in higher education, Wabash College, Indiana, April 23, 1976.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	1b, 1e, 3a, 10a	To what extent should the federal government use tax money as a means of supporting private institutions of higher learning and the students who attend them.
Colleges & Universities Undergraduate	10a	To what extent has the federal government increased its regulation of the principal functions of higher education?
Colleges & Universities Undergraduate	1b, 1f, 10a	To what extent would reduction of federal funds to institutions of higher education put those institutions in deeper financial trouble?
Colleges & Universities Undergraduate	1b, 2, 10a	To what degree should colleges and universities be held accountable for federal funds received?
Colleges & Universities Undergraduate	1b, 2, 10a	To what degree should colleges and universities be held accountable for federal funds received?
Colleges & Universities Undergraduate	1b, 10a	What are the proper limits of government "interference" with regard to accountability?
Colleges & Universities Undergraduate	10a	How far should the government go to reduce the number of regulatory agencies concerned with similar subject matter?
Colleges & Universities Undergraduate	10a	To what extent has there been active interaction between the public and private higher education community and government lawmakers?
Colleges & Universities Undergraduate	2e	How far should the private sector of higher education go to teach values? What would be the effect of this contribution?
Colleges & Universities Undergraduate	2, 10a	To what extent should higher education institutions be more self-denying in imposing governmental requirements that are unwarranted or unreasonable?
Colleges & Universities Undergraduate	2f, 7, 10a	What is the best way to stimulate the investment of more intellectual capital by colleges and universities in the analysis of issues that will shape the future of higher education?

Reference: Califano, J. A., Jr., Remarks before the College Entrance Examination Board Annual Meeting, San Francisco, October 24, 1977.

Level	Issue Area	Issue
General Postsecondary	4a	To what extent should tests be the primary tool for evaluating student performance?
General Postsecondary	2	What are the limitations of using test scores to determine educational policy?
General Postsecondary	7c	How and in what ways can the talents measured in admission tests be broadened to mitigate for the effects of early disadvantage on the development of academic competence?

Reference: Callan, P. M. and Jonsen, R. W. The state role. In state policy and independent higher education. Toledo: Center for the Study of Higher Education, University of Toledo, 1975, 25-34.

Level	Issue Area	Issue
Graduate & Professional	1f, 2f	Considering the rapidly shrinking market for doctoral services, to what extent are graduate schools more concerned about interests of the institutions than those of the students?
General Postsecondary	2e, 9b	What are the terms of exchange between the consumer and producer of postsecondary education in the absence of true cost pricing, clearly identified outcomes, and agreed-upon purposes?
General Postsecondary	2e, 9b	Does a fair exchange refer to the execution of the activity contracted for or to the achievement of some outcome (receipt of a degree, for example)?
General Postsecondary	2, 9, 12	What is the relationship between consumer and producer in a human service like education, which, unlike the purchase of goods, depends upon an active cooperative relationship between the two?
General Postsecondary	10a, 12	To what extent is consumer protection in education the responsibility of the local, state, and/or federal government?
General Postsecondary	2, 10a, 12	To what extent are state coordinating agencies responsible for and/or concerned with consumer protection in postsecondary education?

DATA ELEMENTS:

- State initiated inventories of postsecondary opportunities, including acceptance ratios, price information, program requirements, transfer policies, course acceptability, placement information
- State standard for descriptions of postsecondary institutions
- Patterns of educational consumption, attendance and attitudes.

Reference: Can you suggest workable alternatives to the tenure system? Change, 1977, 9 (12), p. 53-55.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	8c	What are the potential problems with faculty contracts of limited duration?
Colleges & Universities Undergraduate	8a	Does the system of granting tenure provide sufficient information for weeding out unqualified and inferior teachers?
Colleges & Universities Undergraduate	8c	What are the alternatives to the tenure system?
Colleges & Universities Undergraduate	8a	Is the development of merit based standards a viable alternative to prevent the faculty from becoming "long toothed"?
Colleges & Universities Undergraduate	8a	How does a system of merit based standards operate?
Colleges & Universities Undergraduate	8c	What are the factors causing the current assault on tenure?
Colleges & Universities Undergraduate	8a	Should every institution granting tenure also explain forthrightly its expectations for tenured faculty?
Colleges & Universities Undergraduate	8e	Does the present tenure system actually hamper the careers and intellectual development of faculty?
Colleges & Universities Undergraduate	2f	How will declining enrollments in colleges affect the tenure system?
Colleges & Universities Undergraduate	8c	What are the arguments against the tenure system?
Colleges & Universities Undergraduate	1f	What does an institution do when it is forced for financial reasons to release some of its tenured faculty?

Reference: Cheit, E. F. Benefits and burdens of federal financial assistance to higher education. College Board Review, Spring 1977, (103), 14-18.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	10a	How has the federal government's role in higher education been expanded? a. How do socially mandated federal programs encroach upon the institutional autonomy of colleges and universities? b. What federal laws and regulations currently cover higher educational institutions (e.g. civil rights, Buckley privacy amendment, etc.)? c. What are the areas of conflict?
Colleges & Universities Undergraduate	10a	How can the issue of conflicting autonomy be reconciled with the need for enforcement of socially mandated federal programs within universities and colleges? a. How can the trend towards increasing federal control of colleges and universities be reversed or slowed down?
Colleges & Universities Undergraduate	10a	How is the relationship of the federal government to higher education coordinated at the interagency level? a. How does or how would interagency coordination improve the relationship between the federal government and higher education? b. How can the relationship between colleges and the federal government be improved through changed attitudes, revised regulations, and alterations in the system of accountability?
General Postsecondary	2e, 10a	What has been the effect of state and federal regulations on the bureaucratic needs and the traditional purposes of postsecondary institutions?

Reference: Chickering, A. W. Evaluation in the context of contract learning. Journal of Personalized Instruction, 1977, 2 (2), 96-100.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	2f	What are the implications of increasing diversity in the student bodies of colleges and universities?
Colleges & Universities Undergraduate	4b	How can a more effective integration of liberal and professional education be achieved?
Colleges & Universities Undergraduate	4b	How can learning contracts be integrated with the American system of higher education?
Colleges & Universities Undergraduate	4b	What effect do learning contracts have on student performance and standards?
Colleges & Universities of Undergraduate	2f, 4a, 4b	To what extent has increased student diversity in higher education resulted in a clear recognition of individual differences when evaluating student performance?
Colleges & Universities Undergraduate	4b	To what extent has open education (equal access) resulted in an increased emphasis on lifelong learning in higher education?
Colleges & Universities Undergraduate	2e	To what extent has postsecondary education recognized a diverse range of purposes as legitimate college pursuits (intellectual, vocational, professional skills, personal development, interpersonal competence, etc.)?
Colleges & Universities Undergraduate	4a, 4e	To what extent has contract learning (and evaluation) enhanced postsecondary institutions?

Reference: Christoffel, P. The government's lifelong commitment. Change, 1977, 9 (6), 44-45.

Level	Issue Area	Issue
General Postsecondary	11a	What are the adult education delivery systems?
General Postsecondary	10b	How can the government advance lifelong learning as an educational concept?
General Postsecondary	10a	To what extent is federal intervention necessary to facilitate the expansion of lifelong learning?
General Postsecondary	3a	What is the role of the federal government in financing lifelong learning?
General Postsecondary	10a	What were the political factors hindering the implementation of the Lifelong Learning Act?
General Postsecondary	10b	How has interest group activity affected the concept of lifelong learning?
General Postsecondary	11b	How does lifelong learning go beyond compulsory and adult education?
General Postsecondary	11b	What is the extent of the current federal lifelong learning commitment?

Reference: Cohen, A. M. On the road to a learning society. Reprint from The Third Century, New Rochelle, N.Y.: Change Magazine Press, 1977, 52-47.

Level	Issue Area	Issue
General Postsecondary	2, 4	How is the college and university structure going to change by the year 2000?
General Postsecondary	4	To what extent will students begin to attend postsecondary education closer to home?
General Postsecondary	2f	To what extent will the institutions broaden their facilities to satellite locations?
General Postsecondary	2f	To what extent will part-time enrollment increase?
General Postsecondary	4b, 11b	What nontraditional methods will institutions use to award credits (e.g., credit by examination, credit for experience, activity participation)?
General Postsecondary	2a, 8	How will the development of satellite centers and off-campus classrooms change staff recruitment, selection, and organization?
General Postsecondary	2b	To what extent will higher education be evaluated in terms of number of certificates and degrees awarded versus a place to increase knowledge, i.e., a place for people and information to get together?
General Postsecondary	4f, 8	How will class size and faculty salary change as a result of the new higher education environment?
General Postsecondary	8a	To what extent are faculty members likely to accept technologies, aides, and paraprofessional assistants that will allow them to teach more students, thus increasing their productivity?
General Postsecondary	2f, 8	What is the likelihood that institutions will move more and more to the "hourly-rate" instructor to reduce institutional commitments to faculty and still expand services?

Level	Issue Area	Issue
General Postsecondary	8	To what extent is the current emphasis on defining criteria for faculty evaluation likely to decrease in the future?
General Postsecondary	9b	What functions for society will higher education serve in the future (leisure activity, manpower training, socially sanctioned activities)?
General Postsecondary	2, 4	What types of schools will meet each of these functions?

Reference: Cohen, A. M. Will there be a community college in the year 2000? Topical Paper No. 5, University of Arizona, September 1976.

Level	Issue Area	Issue
Community & Junior Colleges	4, 11a, b	To what extent will the trend toward neighborhood community colleges continue during the last two decades of the 1900s? What factors will influence this trend?
Community & Junior Colleges	2a, 8	To what extent is institutional governance in community colleges likely to shift toward professional (nonacademic) managers?
Community & Junior Colleges	2, 8	Are faculty members likely to lose more and more say in institutional governance?
Community & Junior Colleges	5b, 5c	To what extent will the emphasis in educational research in the next two decades be toward studying and recommending changes in organizing or maintaining the forms of the schools?
Community & Junior Colleges	2	Will the community college governing form be so prominent that other higher education organization forms will be in the position of private colleges now?
DATE ELEMENT:		• Trends in what each type of institution is offering and where.
Community & Junior Colleges	9a, 11b	To what extent will the trend from manpower training to lifelong learning at community colleges continue in the next two decades?
Community & Junior Colleges	1e, 2f, 4b	To what extent are contractual arrangements between community colleges and proprietary schools going to expand? Would these kinds of arrangements change the financial assistance from state and local governments?
Community & Junior Colleges	1, 2a, 4b, 8	To what extent are changes in governance, programs, and finance of community colleges over the next few decades likely to impact on the kinds of faculty members in the following categories: a. Current high school model teachers b. Full-time, highly paid program managers with a corps of paraprofessionals or technicians c. 40-hour-a-week instructors d. Part-time teachers, hired on demand

Level	Issue Area	Issue
Community & Junior Colleges	4b, 11b	To what extent is credit for experiential learning likely to diminish over the next few decades?

DATA ELEMENTS:

- Number of community colleges
- Distance students travel to class
- Number of contracts with proprietary schools
- Number of faculty members of various types
- Who has say in governance (faculty, managers, etc.)?
- What kinds of educational research is funded by whom?
- What effect does this research have on types of institutions and their offerings?

Reference: College Placement Council. Liberal arts students and the job market. Chronicle of Higher Education, 1975, 10 (11), 9, 27-30.

Level	Issue Area	Issues
Colleges & Universities Undergraduate	9a, 9c	What is the relationship between the presently large and heterogeneous supply of college graduates and the job market?
Colleges & Universities Undergraduate	4c, 9a	What can the liberal arts undergraduate do, while in college, so that employment options will be available upon graduation?
Colleges & Universities Undergraduate	4c, 9a, 9c	How has the present tight economy influenced employment possibilities for undergraduates?
Colleges & Universities Undergraduate	9a	To what extent are liberal arts undergraduates uninformed as to appropriate career opportunities?
Colleges & Universities Undergraduate	9a, 9b, 9c, 9d	How do liberal arts majors pursue their fields of academic interest and still make themselves employable upon graduation?
Colleges & Universities Undergraduate	9a, 9c, 9d	To what extent should a liberal arts education be a balance between educating the whole person for a satisfying life and educating a person for a career?
Colleges & Universities Undergraduate	4c	To what extent are students presently enrolled in colleges career-minded?
Colleges & Universities Undergraduate	9c	To what extent does a student's familiarity with the work world and its operation influence his or her employability?
Colleges & Universities Undergraduate	4c	To what extent are liberal arts majors as a subgroup employable over professional graduates?
Colleges & Universities Undergraduate	4c, 9a, 9c	What is the relationship between the demand by employers of certain majors and the supply of students in these majors?
Colleges & Universities Undergraduate	1b, 4c, 9a, 10a	To what extent should the federal government provide funding to colleges and universities for expansion of career counseling services?

Reference: Corcoran, R. F. Better information for student choice. Compact, 1977, 11 (3), 23-25.

Level	Issue Area	Issue
Colleges & Universities a Undergraduate	2, 3a, 7a	To what extent has the lack of adequate financial and institutional information for students presented a barrier to proper postsecondary choice?
DATA ELEMENTS:		• What and how much is currently provided and how is it disseminated? • Select two samples of college students, one given good information, one given none. Did the information or lack of it influence (1) the student's choices and (2) their satisfaction with their choices? • Identification of institutional information necessary for student choice
Colleges & Universities Undergraduate	2, 3a, 7a, 9d	What is the relationship between adequate information for students and participant satisfaction at the chosen institution?
DATA ELEMENTS:		• Student survey - random selection
Colleges & Universities Undergraduate	2, 3a, 7a, 10a	What has been the impact of Section 493A of the Education Amendments of 1976 on providing adequate information for students?
DATA ELEMENTS:		• Institutional policy changes as a result of new regulations: information in brochures as well as means of dissemination in recruiting • What information is currently required by state and federal regulation?

Reference: Coughlin, E. K. Making education degrees marketable. Chronicle of Higher Education, 1977, 14 (11), 7.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	4b, 9a	To what extent have new programs in education attracted more students than traditional teacher training programs?
Colleges & Universities Undergraduate	4b, 9a	To what extent have these new progrms, and the resulting nonteaching degrees, made candidates more employable?
Colleges & Universities Undergraduate	2f, 4b, 7a	To what extent are these new programs a ploy to attract more students in a competitive market?
Colleges & Universities Undergraduate	4b, 9b	To what extent are these new programs truly a response to student demands?

Reference: Coughlin, E. K. Next fall's college costs. Chronicle of Higher Education, 1977, 14 (5), 1.

Level	Issue Area	Issue
Colleges & Universities, Undergraduate	1d, 12a	To what extent are public-college tuition costs likely to remain stable, considering an inflationary economy?

Reference: Coughlin, E. K. No mandatory retirement before 70? _Chronicle of Higher Education_, 1977, _14_ (20), 13.

Level	Issue Area	Issue
General Postsecondary	8b	To what extent would no forced retirement before 70 result in colleges and universities becoming top-heavy with senior faculty and staff? To what extent would this decrease opportunities for employment and advancement of younger scholars?
General Postsecondary	1e, 1f, 8b	What would be the financial implications for colleges and universities of raising the retirement age from 65 to 70? To what extent will this impact differ for public and private institutions?
DATA ELEMENT:		• What is the current retirement age at colleges and universities?

Reference: Cross, K. P. A critical review of state and national studies of the needs and interests of adult learners. Paper prepared for an NIE Invitational Conference, Washington, D.C., September 26-28, 1977.

Level	Issue Area	Issue
General Postsecondary	5c, 11	How can needs assessment be improved to determine, with better accuracy, the level of demand for and the participation rates in adult education?
General Postsecondary	9, 11, 12	What do current participation trends predict for the future of adult education?
DATE ELEMENTS:		• Who is interested in further education? • What kinds of programs or services are being sought? • What is the demographic composition of adult learners? • Are there differences in the participation rates among demographic groups? • What are the individual characteristics relating to participation?
General Postsecondary	11, 12	To what extent are traditional demographic groups limited as an analytical tool for understanding participation patterns in adult education? a. To what extent should public policy concerning educational opportunity be targeted according to groups having common educational goals rather than according to common demographic characteristics?
General Postsecondary	9b, 11, 12	What are the limitations of nontraditional educational credentials in the job market? a. How do employers view nontraditional educational credentials?
General Postsecondary	10a	To what extent is the level of educational attainment a motivating factor for further education? a. What are the public policy implications for providing access to the educationally disadvantaged?

Level	Issue Area	Issue
General Postsecondary	10a, 11	What accounts for the regional disparities in the level of participation by adult learners? To what extent do they reflect state intervention in the issues of adult education?
General Postsecondary	10a, 11	To what extent can public policy provide incentives for increasing the level of participation in organized adult education?

Reference: Daniels, L. & Farmer, F. E. The case for preference. *Change*, 1977, *9*(10), 58-59.

Level	Issue Area	Issue
General Postsecondary	6b, 7c	To what extent would a pro-Bakke ruling provoke a retreat from civil rights that will destroy the possiblity for vigorous pursuit of equality in America?
General Postsecondary	6b, 7c	What are subjective bases for admission currently in use? To what extent are these legally acceptable?
General Postsecondary	7c	How can race be used in the admission process?
General Postsecondary	6b, 7c	Should those denied admission to educational programs be quantitively less able than those accepted?
General Postsecondary	6b, 7b	To what extent should institutions be allowed to develop their own admissions policies?
General Postsecondary	7b, 7c	To what extent are standardized tests a biased predictor of achievement for blacks?

DATA ELEMENTS:

- Number of blacks admitted
- Number of special admissions programs
- Criteria used in selection of regular and special programs
- Admission test scores of blacks vs. whites

Reference: Fields, C. M. Califano signs guildelines on handicapped: Cost of compliance worries colleges. Chronicle of Higher Education, 1977, 14 (11), 3.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	10a	What impact have representatives of college organizations had on 504 regulations?
Colleges & Universities Undergraduate	1f	To what extent has HEW slighted colleges and universities while pressing for increased funds for elementary and secondary schools to meet their obligations under the new regulations?
Colleges & Universities Undergraduate	1f, 10a	To what extent will full compliance by colleges and universities put an unreasonable financial burden on these institutions?
Colleges & Universities Undergraduate	7b, 7c	How can "alternative admissions tests or criteria" to be used for handicapped applicants be made fair (nondiscriminatory)?
Colleges & Universities Undergraduate	4e, 4f, 10a, 12	To what extent will 504 regulations result in a "separate but equal" educational policy for handicapped students?

Reference: Fields, C. M. Providing access for the disabled: It won't be cheap or easy. Chronicle of Higher Education, 1977, 14 (14), 5.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	2g, 10a	To what extent have colleges and universities made efforts to eliminate physical barriers and provide supportive services for disabled students and employees to comply with Section 504 of the Rehabilitation Act of 1973?
Colleges & Universities Undergraduate	1f, 2c, 2g, 10a	How can institutions overcome the financial problems caused by complying with Section 504?
Colleges & Universities Undergraduate	1b, 10a	To what extent is the government responsible for helping institutions comply with Section 504?
Colleges & Universities Undergraduate	10a	How can institutions plan for the handicapped when federal regulations prevent collecting various types of personal information?
Colleges & Universities Undergraduate	4b, 10a	What counseling services and alternatives can be implemented by institutions to comply with Section 504 of the Rehabilitation Act?
Colleges & Universities Undergraduate	2g, 4b	To what extent and why is planning (especially by committee) crucial to making all progrms available to handicapped students?

Reference: Fisher, M. The greening of Princeton admissions. Change, 1977, 9 (10), 10-12.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	1a, 7b	What control should a university president have on the admission process?
Colleges & Universities Undergraduate	1a, 7b, 7c	To what extent should admission decisions be based on special considerations, e.g. alumni children, minority students, athletes, and gift givers?
DATA ELEMENTS:		• Are special admission categories used and how extensively and what are they?
Colleges & Universities Undergraduate	b6, 7b	What are the legal requirements (e.g. Buckley amendment) for university officials to publicize admission processes and decision criteria?
Colleges & Universities Undergraduate	6, 7b	What are the legal implications of preferential admission based on family connections?

Reference: Fitt, A. B. In search of a just outcome. Change, 1977, 9 (10), 22-25, 59.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	7c, 10a	To what extent does the Bakke case auger an increased role of the courts in formulating educational policy?
Graduate & Pofessional	7a, 7b, 7c	In the context of preferential admissions, should selection standards of medical colleges be reexamined?
Graduate & Professional	7a, 7b, 7c	To what extent should state-supported medical schools promote a social policy of encouraging a proportionate number of applicants to reflect the diversity in state population?

Reference: Fleming, R. W. Horizon issues in government regulation of higher education: Who will be regulated and why? Paper presented at the University of Buffalo, April 22, 1977.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	2, 10a	To what extent does the diversity of higher education make it difficult to devise and apply regulations related to control?
Colleges & Universities Undergraduate	1e, 1f, 2c	To what extent have private universities and colleges become more active in their search for public support?
Colleges & Universities Undergraduate	1b, 1c, 1e, 1f	What is the relationship between the availability of public funds and the continued survival of private colleges and universities?
Colleges & Universities Undergraduate	1b, 1c, 1e, 6a, 10a	How far should the federal government and states be able to go in imposing conditions on the acceptance of public funds by nonsectarian private educational institutions?
Colleges & Universities Undergraduate	6b, 8f, 10a	To what extent has civil rights legislation, both state and federal, intervened in the hiring of faculty members?
Colleges & Universities Undergraduate	1b, 10a	To what extent has federal funding of higher education been capricious, as in the case of capitation grants for the health sciences?
Colleges & Universities Undergraduate	8f	To what extent do women and minorities believe that the traditional faculty hiring system will treat them fairly?
Colleges & Universities Undergraduate	1f, 8b, 10a	To what extent have social security payments by institutions been a sufficiently large expenditure that resources were found to be insufficient?
Colleges & Universities Undergraduate	10a	To what extent can state and federal control of institutions of higher education be improved by more efficient administration and definition of jurisdiction?

Reference: Folger, J. K. Building public support for private higher education. Compact, 1976, 10 (3), 5-9.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	le	Where should private higher education be placed in terms of priorities?
Colleges & Universities Undergraduate	le	What is the public interest in preserving private higher education in America?
Colleges & Universities Undergraduate	le	How would higher education be diminished if the number of private colleges and universities was reduced?
Colleges & Universities Undergraduate	le, 4b, 9d	What is the impact of private higher education on the development of special educational programs that contribute to diversity of educational opportunities?
Colleges & Universities Undergraduate	le	What has been the effect on private universities of the tuition differential between public and private universities?
Colleges & Universities Undergraduate	le	What influence do private institutions have on opening access to students some of which may be from low income backgrounds?
Colleges & Universities Undergraduate	lb, le, 10a	How could necessary accountability stemming from subsubstantial tax support destroy the independence of private institutions? Does this effect vary depending on whether the institution is a college or university?
Colleges & Universities Undergraduate	lc, le	What are the financial benefits of private higher education to the states and subsequently the taxpayer?
Colleges & Universities Undergraduate	2a, 4e	How does the presence of private higher education as competition improve the quality of undergraduate and graduate programs in public universities?
Colleges & Universities Undergraduate	lc, le	If states maintain a strong private sector, what policies and support programs will be most effective in achieving states' objectives?

Reference: Ford, W. D. Remarks prepared for the National Assembly of the National Center for Higher Education Management Systems, Denver, November 8, 1977.

Level	Issue Area	Issue
General Postsecondary	10a	What will be the primary focus of the federal government in postsecondary education of the 1980s?
Colleges & Universities Undergraduate	2, 10a	To what extent do the social objectives of the federal government's role in higher education reflect or eclipse the institutional needs of colleges and universities? a. To what extent is there a conflict? b. What are the basic areas of conflict? c. To what extent are they reconcilable?
General Postsecondary	7c, 10a	What is the proper role for the federal government in postsecondary education to: a. Influence the educational policies and priorities of the institutions? b. Provide educational opportunity and access?

Reference: Foster, L. H. A plan for generating current income and endowment: An introduction to The college endowment funding plan by F. D. Patterson. Washington, D.C., American Council on Education, 1976.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	1b, 1c, 10a	To what extent do private colleges lose autonomy if they place heavy reliance on any one source of income public funding in particular?
Colleges & Universities Undergraduate	1a, 10a	How would the federal government and other governmental units benefit from a well-established college endowment funding plan?
Colleges & Universities Undergraduate	1a, 2c	How is a college endowment funding plan likely to help avert the loss of financially plagued but needed colleges.

Reference: Fowler, A., Statement to the Student Financial Assistance Study Group of Department of Health, Education and Welfare, Washington, D.C., November 11, 1976.

Level	Issue Area	Issue
General Postsecondary	3a, 10a, 11b	What are the major factors that have diminished the effectiveness of the Guaranteed Student Loan Program for home study students (e.g., failure to define program, poor communications, failure to administer regulations uniformly)?
General Postsecondary	3a, 10a, 11b	What are the major factors that have diminished the effectiveness of Basic Economic Opportunity Grant Program for home study students?
General Postsecondary	3a, 3f, 11b	What is the relationship of federal assistance programs to home study education programs? a. Do they promote or hamper such educational methods?
General Postsecondary	3a, 3e, 11b	Are home study students entitled to federal aid?
General Postsecondary	9b	Who benefits under a home study program?
General Postsecondary	4b, 11b	To what extent is the home study program a primary educational alternative?
General Postsecondary	3a, 3f	How can clear statements about purposes and benefits of federal programs improve decision making about participation?
General Postsecondary	3a	How much confusion is caused by issuing federal rules and regulations retroactively?
General Postsecondary	3a, 10a	Who should participate in drafting rules and regulations concerning federal aid?
General Postsecondary	3a, 10a	What effect do indecisive implementation and enforcement of regulations have on the conduct of educational programs and institutions?
General Postsecondary	2d, 3a	How does accreditation influence eligibility for federal loans?

Level	Issue Area	Issue
General Postsecondary	2d, 3a	Who should work with accrediting agencies to determine eligibility for federal loans? How can quality control and consumer protection be enforced under a government-subsidized home study program?
General Postsecondary	3a, 10a	How can a team approach between DHEW, USOE, and educational groups improve the implementation of federal aid programs?

DATA ELEMENTS:

- Number of home study versus residential students
- Amount of federal funds to home study versus residential students

Reference: Freeman, R., and Hollomon, J. H. The declining value of college going. *Change*, 1975, *7* (9), 24-31, 62.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	9, 10	To what extent can the federal government respond to a depressed job market for college graduates? a. What are the current and potential growth sectors of the economy employing large numbers of college graduates in professional and managerial roles? b. What federal policies and programs can be undertaken to enhance productivity and technical innovation in areas of future growth? c. What federal programs can be undertaken to encourage fields of study pertaining to these occupational areas? d. What federal programs can be undertaken for retraining and life-long learning in specific growth sectors?
Colleges & Universities Undergraduate	1b, 3a, 10a	Through what methods and channels can the federal government provide long-term financial assistance in addition to short-term contracts and grants for higher education?
Colleges & Universities Undergraduate	1f, 9, 10a	What are the implications of the current national economic situation for higher education? a. What are the implications of changing employment patterns on enrollment in major fields of study? b. What will be the impact of changing employment patterns on the demographic composition of the student population? c. How can or should higher education deal with the growing numbers of underemployed, over-educated people?

Level	Issue Area	Issue
		d. How will the expected decline in the growth rate of higher education affect institutional recruitment and selection policies regarding women, minority, and nontraditional students?
DATA ELEMENTS:		• What percentage of college graduates currently hold jobs unrelated and related to their college major?
Colleges & Universities Undergraduate	9c	What are the likely changes in the relationship between education and work due to a decline in the economic benefits of a college education?
Colleges & Universities Undergraduate	5, 8, 9	To what extent will the leveling-off of the growth in higher education affect faculty, graduate programs, research, and institutional flexibility?
Colleges & Universities Undergraduate	1f, 11	To what extent will the financial problems of higher education in a period of decline be compounded by increased operational costs (e.g. salaries, fuel, supplies)?
		a. How will the structure and purposes of institutions of higher education be affected by the expected financial problems?
		b. Will the growing market for nontraditional programs (vocational, continuing education) and the availability of nontraditional students ameliorate the problems faced by the higher education community?
Colleges & Universities Undergraduate	1d, 1f	What would be the effects of altering current tuition charges to better reflect the costs of various eduational programs? Will the burden of cost revision fall disproportionately on low-income students?
Colleges & Universities Undergraduate	9	To what extent does college education portend social mobility for the future?
		a. What alternative routes for upward mobility are available to compensate for the declining value of a college education?
Colleges & Universities Undergraduate	9	To what extent is urban unrest attributable to the reduced role of schooling in social mobility?

Reference: Gleazer, E. J., Jr. A time to act. Community and Junior College Journal, 1977, 47(7), 6-12.

Level	Issue Area	Issue
General Postsecondary	11	To what extent is functional competence of adults a dynamic process in which continuing education is required to maintain it?
Community & Junior Colleges	9a, 11	How should community colleges and high schools work together to increase the opportunities for out-of-school unemployed youth?
Community & Junior Colleges	4c, 9a, 11	How should coordination of youth service agencies be handled?
Community & Junior Colleges	10a	To what extent should state policy give as much autonomy as possible to community colleges?
Community & Junior Colleges	7a, 10b	To what extent should educators "persuade" people of the high value of continuing education?
DATA ELEMENTS:		• What services, programs, or courses are presently offered for youth, adults (citizenship, solving social and political issues)? • What types of community resources and how many are used by community colleges?
Community & Junior Colleges	9a, 11a, 11b	In what ways are community colleges equipped to fulfill the need for educational services to contribute toward proficiency in citizenship and adult living?
Community & Junior Colleges	9a, 11a, 11b	To what extent can community colleges facilitate education of adults so that their understanding of critical human issues is broadened?
Community & Junior Colleges	4c, 11	What role can the community college play in developing a comprehensive plan or program that would help youth in the transition to adulthood?
Community & Junior Colleges	10a	What is the relationship between the load of federal and state regulations and the capacity of the community college to fulfill its main mission of responsiveness to the community?

Reference: Gleazer, E. J., Jr. Students, students everywhere--but how do we get them to college? Paper presented at the National Association of Student Personnel Administrators meeting, Atlanta, April 4, 1977.

Level	Issue Area	Issue
General Postsecondary	7b, 11, 12	To what extent are nontraditional, noncredit, or specialized teaching centers absorbing the demands of a new and rising student clientele?
DATA ELEMENTS:		• What are the characteristics of the students enrolled in such classes? • How many are enrolled in such programs or centers? • What are their geographic and demographic distributions?
General Postsecondary	7b, 11, 12	To what extent can the traditional educational establishment adapt its educational services to the changing demands of the new student population?
DATA ELEMENTS:		• Profile of the new student population. • Define new programs and policies in relation to traditional educational services and practices.
General Postsecondary	4, 11	Which can better provide the educational opportunities and services necessary to meet the needs of a rapidly changing society: new organizations or existing institutions?
General Postsecondary	4b, 4d, 11	How can existing educational institutions keep abreast of a rapidly changing society and its demands for new services and opportunities?
DATA ELEMENTS:		• How have institutional services and programs evolved over the last decade? • What are the socio/economic/cultural factors contributing to major policy and program changes?

Level	Issue Area	Issue
		• What socio/economic/cultural factors point to the demise or obsolescence of traditional policies and practices?
General Postsecondary	9, 11b, 11c, 12	Given the accelerated rate of change in contemporary society and the diverse character of the student population, can education continue to be organized around institutions, credits, and credentials?

Reference: Gould, S. M. Nontraditional education and the states: Strategies and implications. Paper presented at the Harvard Graduate School of Education - Educational Commission of the States Conference, May 17, 1976.

Level	Issue Area	Issue
General Postsecondary	4, 11	How does nontraditional education differ from traditional higher education?
General Postsecondary	9, 11	To what extent is knowledge about values and capabilities of nontraditional programs available to the public?
General Postsecondary	11	To what extent will nontraditional education emphasize equality of educational opportunity through use of more flexible, more numerous, more varied alternatives for the individual learner?
General Postsecondary	11	To what extent are learning alternatives being offered outside the formal academic establishment (business, industry, labor, government, military, social and cultural agencies, professional organizations)?
General Postsecondary	11	To what extent should educational institutions plan on the assumption that individuals will continue education into adulthood?
General Postsecondary	10a, 11	To what extent should the federal government financially assist nontraditional education efforts?
General Postsecondary	1a, 11	To what extent should states support nontraditional education efforts and collect information on nontraditional efforts and funding sources?
General Postsecondary	11	To what extent does the demand for more learning opportunities exceed the supply?

Level	Issue Area	Issue
General Postsecondary	1a, 11	What are the appropriate strategies to make state support possible?
General Postsecondary	4, 11	To what extent can nontraditional education be a strengthening factor for traditional colleges and universities?
General Postsecondary	2, 11	To what extent will consortial relationships be enhanced by nontraditional education?
General Postsecondary	1, 2, 11	To what extent do consortia use funds more economically and enhance educational diversity and flexibility?
General Postsecondary	10, 11	What responsibilities do states have for protecting the student in terms of quality of educational training?
General Postsecondary	1, 11	To what extent can nontraditional education serve as a vehicle for equal educational opportunity in a time of shrinking financial resources?
DATA ELEMENTS:		• What community resources are available to alternative educational programs?
General Postsecondary	2, 11	What are the limits to consortial relationship among academic institutions in providing nontraditional educational alternatives?
General Postsecondary	11, 12	How can student protection be guaranteed in a competive market of nontraditional educational alternatives?

Reference: Halperin, D. Should pension benefits depend on the sex of the recipient? AAUP Bulletin, 1976, 62, 43-48.

Level	Issue Area	Issue
General Postsecondary	8b, 8f	To what extent are pension benefits inequitable in terms of sex?
General Postsecondary	8b, 8f	What factors/variables should be investigated to determine whether there is a justification for sex linked mortality tables?
General Postsecondary	8b, 8f	What would be the impact of mandated unisex mortality tables on the insurance and retirement industry?
		What would be the impact of mandated unisex mortality tables on institutions (costs of changes and administration)?
General Postsecondary	8b, 8f	What would be the impact of mandated unisex mortality tables on consumers?
General Postsecondary	8b, 8f	What are the implications of recent court rulings on teacher pensions?

DATA ELEMENTS:

- Increase and enrollment trends of women in retirement plans; trends in mortality rates of women who are in various job classifications
- Trends in heart disease, alcoholism, smoking, drug use, or other stress-related diseases in women
- Comparison of above trends with those in men
- Comparison of benefits using unisex tables or separate tables

Reference: Harlacher, E. L., & Hencey, R. E. Renewal: The new learning process. Community and Junior College Journal, 1977, 48 (1), 9-12.

Level	Issue Area	Issue
Community & Junior Colleges	4b, 9b, 11	To what extent should the community/junior college broaden its goals from helping students obtain a degree to that of "providing every citizen the opportunity for education beyond whatever level was attained in previous schooling, whether or not the ultimate goal is that of obtaining a degree?"
DATA ELEMENTS:		• What are the benefits of traditional grading practices versus mastery of competencies for community colleges? • What are student goals?
Community & Junior Colleges	4a, 11b	To what extent should community colleges move away from traditional grading practices to requiring that students master core competencies?
DATA ELEMENTS:		• Do community colleges use this approach? • In what proportion of classes? • Do credit or noncredit classes use mastery of core competencies?
Community & Junior Colleges	11c	Who are the nontradiational clientele to be reached by the community college (e.g. senior citizens, handicapped, under- and unemployed, those with access problems, emotionally disadvantaged, those whose jobs require updating of skills)?
DATA ELEMENTS:		• How many of such students are being reached? • What courses are nontraditional clientele now taking?
Community & Junior Colleges	4b, 11b	What type of course offerings could be developed for nontraditional clientele?

Level	Issue Area	Issue
Community & Junior Colleges	2g,8, 11	To what extent could community colleges utilize nontraditional facilities and staffing?
DATA ELEMENTS:		• Number of part-time faculty, paraprofessionals, community volunteers • Extent to which community facilities are currently used for classes • Demographic area covered by the community college • Characteristics of faculty, paraprofessionals, and volunteers (degrees, full- or part-time, union member or nonunion member) • Funding constraints • Legal constraints, i.e., collective bargaining agreements
Community & Junior Colleges	9b, 10b 11	To what extent should leaders in community-based education take an active role in educating various levels of lay-governing bodies about community-based education?
DATA ELEMENTS:		• How is this done currently?

Reference: Harper, W.A. The worker's college. Change, 1977, 9 (5), 52-53.

Level	Issue Area	Issue
Community & Junior Colleges	9b	What can community colleges do to facilitate the interdependence between work and education?
Community & Junior Colleges	11d	How have community colleges attempted to improve the quality of life on the job?
Community & Junior Colleges	4c	How have community colleges dealt with the conflicting vocational and occupational approaches to education?
Community & Junior Colleges	10a	What can the three levels of government do to facilitate cooperation in achieving both educational and vocational goals?
Community & Junior Colleges	11c	What are the potentials of community colleges for serving older Americans?
Community & Junior Colleges	10a	How are the education-work goals of community colleges and the federal government closely related?

Reference: Heard, A. Priorities for education in a just community. College Board Review, Winter 1976-77, (102), 3-7.

Level	Issue Area	Issue
General Postsecondary	2e	What should be our priorites for education in a just community?
General Postsecondary	2e, 9d	To what extent is the disenchantment with education among young people related to the breakdown in community?
General Postsecondary	4b, 4e, 4f, 9b	To what extent should the following be priorities for education? a. Acknowledge that access to education can be no guarantee of individual success. b. Improve the quality of instruction. c. Respond effectively to diversity among individual learners. d. Preserve the integrity and vitality of institutions of learning.
General Postsecondary	9c, 9d	To what extent should the evaluation criterion of an institution be based on quality of education (e.g. capacity to inquire, to reflect, to make judgements, to be original, to lead, to live with oneself) rather than economic considerations (the ability to make money)?
General Postsecondary	6b, 7c 10a	To what extent should the government "force" equal educational opportunity? a. When is it a proper expectation for the government to simply remove the impediments to equal opportunity? b. When is it a proper expectation that the government will assure equal opportunity by positive action? c. When is it a proper expectation that the government will see that there is compensation for previous unequal opportunity?

Level	Issue Area	Issue
		d. How can the government meet an expectation and assure redress of past unjustice and still not exceed the bounds of constitutional authority?
		e. How can the challenge of "inverse discrimination" be reconciled with the ideals of equal opportunity and an open society?
General Postsecondary	4e, 4f	To what extent are students thwarted or given unrealistic aspirations by failure of instructors to recognize unequal aptitudes?
General Postsecondary	5b, 5c	To what extent should research focus on learning theory and translating what is known into policy and practice?
DATA ELEMENTS:		• How are institutions evaluated?

Reference: Heyns, R. W. Remarks to the Higher Education Group, American Council on Education, Washington, D.C., January 11, 1977.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	1f, 3a	To what extent has federal support for student financial aid been more cosmetic than real?
Colleges & Universities Undergraduate	10a, 1c	To what extent has there been an improvement in higher education's relation with the executive branch over the past few years?
Colleges & Universities Undergraduate	1f, 10a	To what degree have shrinking resources intensified competition among different types of higher education institutions?
Colleges & Universities Undergraduate	1f, 2b, 2e	If such competition has indeed intensified, to what extent has this reduced higher education's ability to achieve its larger purposes and common goals?
Colleges & Universities Undergraduate	1f, 2e	To what extent is there a "higher education community" commitment to having both public and private institutions?
Colleges & Universities Undergraduate	1f, 2e	To what extent is there a "higher education community" commitment to recipients of both public and private support?

Reference: High tuition cuts rolls at state colleges. *Compact*, 1976, *10* (1), 20-21.

Level	Issue Area	Issue
General Postsecondary	1d, 2f, 7a, 12b	To what extent are tuition increases responsible for a. Decrease in enrollment growth at colleges and universities? b. Lower percentage of high school students going to college? c. Decrease in students from middle class and working class families ($7,500-$15,000/yr) going to college? d. Decrease in rural and small-town college enrollment? e. Increase in numbers of part-time and commuting students?
General Postsecondary	2, 8d, 12	To what extent should students be involved in governance of postsecondary institutions and faculty-administration collective bargaining?
General Postsecondary	1d, 1c	How can a balance be achieved between tuition and adequate legislative appropriations to deescalate rising tuition and costs?

DATA ELEMENTS:

- Comparison between tuition increase trends and trends in enrollment, taking into account size of college age population
- Percentages of high school graduates going to college by socioeconomic status
- Enrollment trends in rural small-town areas, urban areas
- Enrollment and tuition trends in private vs. state colleges
- Relationship between high tuition and the location (rural or urban) of a college

Reference: Hodgkinson, H. Ways of thinking about education: Hodgkinson's agenda. In D. Mathews (Ed.), The changing agenda for American higher education. Washington, D. C.: U. S. Govt. Printing Office, 1977, 19-27.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	2, 6b, 10a	To what extent are past, present, and future legal decisions likely to have enormous impact on the American higher education agenda?
Colleges & Universities Undergraduate	6b	To what extent can educators predict what the crucial legal decisions are going to be before they are made?
Colleges & Universities Undergraduate	2, 4	To what extent have institutions of higher education ignored recent trends in the high school curriculum, e.g., adoption by many suburban high schools of the first two years of the college undergraduate program?
Colleges & Universities Undergraduate	2, 4, 9	How do institutions of higher education fit into important community services such as health, nutrition, and psychological well-being?
Colleges & Universities Undergraduate	2, 4, 9	To what extent will industry take on education as its own responsibility?

Reference: Hollander, E. A new clientele seeks education. Compact, 1977, 11 (2), 17-28.

Level	Issue Area	Issue
General Postsecondary	7a	Why have the tremendous strides made in expanding educational opportunity, especially in the public sector and through student aid programs, ignored people in the armed forces?
General Postsecondary	7a	Why have colleges been indifferent to the needs of people in the armed forces?
General Postsecondary	2g	What are the problems of extension centers offering off-campus degree programs?
General Postsecondary	2d	What is the relationship between extension centers and accredition difficulties?
General Postsecondary	10a	What is the extent of the Department of Defense's commitment to encourage and assist education within the armed forces?
General Postsecondary	11a	What are the implications of the development of off-campus extension centers for higher education?
General Postsecondary	11a	How have states become involved in the issue of extension centers for servicemen?
General Postsecondary	4b	To what extent are the college and university programs offered on military bases judged to be poor?
General Postsecondary	1f, 2	To what extent will a parallel collegiate system for servicepersons operated by the military place a financial and academic burden on existing institutions of higher education?

Reference: Ivy, S. A black medical school faces financial troubles. *Chronicle of Higher Education*, 1977, *15* (7), 3-4.

Level	Issue Area	Issue
Graduate & Professional	4d, 4e	To what extent do black medical schools provide black students with more attention and encouragement (i.e., greater retention) than white medical schools?
Graduate & Professional	1d,1f, 8	To what extent should faculty and students bear the brunt of financial difficulties of black medical schools?
Graduate & Professional	1f, 6b, 10a	To what extent do segregated primary health care facilities (access by both patients and medical students) put an undue burden on black medical schools?

Reference: Jacobson, R. L. Are the days dwindling down for college summer sessions? Chronicle of Higher Education, 1977, 15 (2), 3-4.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	4b,e	To what extent are stronger measures needed to protect the academic quality of summer-session programs?
Colleges & Universities Undergraduate	4e	How widespread is the belief that summer sessions are nothing more than a recreational escape from the rigors of true scholarship?
Colleges & Universities Undergraduate	2f, 4e	To what degree are summer-session directors mainly preoccupied with the number of students they can enroll?
Colleges & Universities Undergraduate	2, 4e	What has been the effect of the expansion of year-round continuing education on summer-session programs?
Colleges & Universities Undergraduate	4e	To what extent have experimentation and innovations in summer-session programs hurt the quality of program offerings?
Colleges & Universities Undergraduate	2d, 4e	To what extent has a decrease in the quality of summer-session programs led to new accrediting policies?
Colleges & Universities Undergraduate	4e	To what extent has summer-session competition for students led to a reduction in academic quality?

Reference: Jacobson, R. L. Black graduate schools caught in critical dilemma. Chronicle of Higher Education, 1977, 13 (23), 1, 8.

Level	Issue Area	Issue
Graduate & Professional	2, 4b, 4e, 7a, 7c	To what extent can black graduate institutions strengthen their programs to compete with other major institutions?
Graduate & Professional	1c, 4b, 4e, 10a	What effect will state governing boards moving to end duplication of graduate programs have on black graduate schools?
Graduate & Professional	6c, 7b, 7c	What effect will court cases on desegregation and admissions have on black graduate institutions?
Graduate & Professional	1b, 4	How will federal financial support for increasing graduate opportunities for minority students affect black graduate schools?
Graduate & Professional	1b, 6, 7	To what extent is federal funding of minority programs in Ph.D. institutions discrimination against black graduate schools?
Graduate & Professional	2e	How can black institutions best facilitate the goal of greater opportunity for blacks in higher education and in the professions?
Graduate & Professional	1b, 10a	How can black deans influence federal action to support the progress and development of minority institutions of higher education?
Graduate & Professional	4b, 4d, 4e	To what extent have white graduate schools been able to deal with special educational and social problems of minority students?

Reference: Jacobson, R. L. Colleges say they're short-changed on vocational education funds. Chronicle of Higher Education, 1977, 15 (5), 11.

Level	Issue Area	Issue
General Postsecondary	1b, 10a	To what extent have state vocational education boards understated the amount of federal aid to be allocated to postsecondary and adult programs?
General Postsecondary	1b, 10a	To what extent have statewide systems of education been denied participation in the development of state plans for vocational education?
General Postsecondary	1b, 10a	To what extent are state vocational education boards' procedures and plans within the intent of new federal amendments?

Reference: Jacobson, R. L. New spirit of confidence evident at graduate schools. Chronicle of Higher Education, 1976, 13 (16), 1, 6.

Level	Issue Area	Issue
Graduate & Professional	4b, 10b	To what extent should graduate school organizations assume a more independent and assertive role in Washington on behalf of graduate education?
Graduate & Professional	4b, 4e	To what extent have nontraditional programs and external degrees lowered graduate school standards?
Graduate & Professional	4b, 10a	To what extent should nontraditional graduate programs be limited to their own state boundaries?
Graduate & Professional	4b, 10a	How should states regulate such interstate nontraditional graduate programs?
Graduate & Professional	4b, 10a	To what extent should deans seek regional planning reciprocal arrangements to offset increasing competition for students and funds?
Graduate & Professional	4e	How should graduate schools be ranked and evaluated for quality?

Reference: Jacobson, R. L. Undergraduate averages dip for first time in decade. Chronicle of Higher Education, 1976, 13 (1), 1, 14.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	4a	To what extent does grade inflation erode the value of a college degree?
Colleges & Universities Undergraduate	4a	To what extent have institutional actions (simple discussion to specific administrative changes) actually curbed grade inflation?
Colleges & Universities Undergraduate	4a	To what extent has the tight academic job market tended to keep academic standards lower (i.e., dampened faculty members' enthusiasm for a proposed tightening of grading practices)?
Colleges & Universities Undergraduate	4a	To what extent will stiffer grading practices affect students' satisfaction with college?

Reference: Janssen, P.A. Lesson from New York. Compact, 1976, 10 (1), 7-9.

Level	Issue Area	Issue
General Postsecondary	1d, 1f, 8d	To what extent does fiscal crisis affect traditional bargaining positions of teacher unions?
General Postsecondary	4b, 7b	To what extent does city financial crisis affect educational reform, special educational programs, tuition increases, minority access, remedial aid, and preferential admissions?
General Postsecondary	2, 4b, 4e, 7b	To what extent does city financial crisis affect postsecondary education admission policy?
General Postsecondary	1b	To what extent does the federal government assist colleges and universities of cities with severe financial crises?

Reference: Keeton, M. Quality, equality and experiential learning. Paper presented at the 31st National Conference on Higher Education, Chicago, Illinois, March 9, 1976.

Level	Issue Area	Issue
General Postsecondary	4, 11	To what extent is the use of experience in learning absolutely essential to the reliable achievement of at least some learning tasks?
General Postsecondary	2, 9	To what extent should credentialing be experience based?
General Postseondary	2, 9	To what extent should credentialing strategies exploit the potential of well designed mixes of experience and theory?

Reference: Keppel, F. The crisis in schools of education and graduate schools. Kraus Memorial Lecture, University of Michigan, March 19, 1977.

Level	Issue Area	Issue
Graduate & Professional	1f	What are the factors that could influence the health of graduate schools and schools of education?
Graduate & Professional	2a, 2c, 2f	How can schools of education respond effectively in the areas of governance, planning, and management to a declining job market in education and an erosion of financial support?
Graduate & Professional	2f, 7a, 9a, 9c	What impact will the downward employment trends in education have on graduate school enrollment (subissue of issue above)?
Graduate & Professional	8d	What will be the impact on higher education of accelerated unionization among teachers?
Graduate & Professional	4e	To what extent will concern over the declining academic ability of secondary school students affect higher education?
Graduate & Professional	1b, 1c	How will the movement for accountability in secondary schools affect federal support of graduate and professional study (subissue of issue above)?
Graduate & Professional	1b, 10a	What is the overall pattern of relationships between graduate education and the federal government? a. What are the effects of the various federal policies on graduate education? b. How is interagency coordination affected at the federal level for policies regarding graduate schools?
Colleges & Universities Undergraduate	8a	How can the resources of the professoriat be mobilized to solve the problems in higher education?
Graduate & Professional	1b, 1f, 10a	To what extent will setting a priority on consistent and even federal policy in terms of graduate education improve the health of graduate schools?

Level	Issue Area	Issue
Colleges & Universities Undergraduate	4b, 11b, 11d	To what extent could a responsiveness to the inservice needs of practitioners and the inclusion of teachers in the planning of their education change the structure of schools of education?
Colleges & Universities Undergraduate	8a, 11d	To what extent could a new emphasis on the continued study by teachers of how and what they teach affect policy development in the area of undergraduate and graduate schools of education?

Reference: Kerr, C. Higher education: Paradise lost? Speech delivered at Uppsala University, Uppsala, Sweden, September 28, 1977.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	1e	How have the following influenced elite, private higher education? a. Transition from elite to mass access to universal education b. The politicization of higher education c. The submergence of higher education under more external social control
Colleges & Universities Undergraduate	1e, 7	How can mass access to higher education identify new talent for the elite sector?
Colleges & Universities Undergraduate	7	How can mass access to higher education reduce sharp distinctions in social class?
Colleges & Universities Undergraduate	2	Why has nonelite higher education (e.g., community colleges) been subject to more social and less collegiate control?
Colleges & Universities Undergraduate	2, 7c	How does the amount and type of social control influence the quality of education?
Colleges & Universities Undergraduate	4c, 7c	To what extent has the homogenization of students and faculty resulted in a downward trend in academic standards?
Colleges & Universities Undergraduate	4c, 7c	To what extent will mass access to higher education lead to an overpopulation in the professions?
Colleges & Universities Undergraduate	2e	What models of organization can produce more effective higher education? a. Graduate training and research model b. Occupational needs model c. Social/consumer choice model

Level	Issue Area	Issue
Colleges & Universities Undergraduate	2e	How can these models be distinguished from one another? a. Levels of admissions qualifications b. Principles for selection of faculty members c. Needed level of financial support/student, per faculty member d. Degree of institutional automony required for effective performance of differing functions e. Degree of importance of academic freedom f. Appropriate forms of governance
Colleges & Universities Undergraduate	7	To what extent can expansion of the less selective and nonselective segments of higher education save the highly selective segment?
Colleges & Universities Undergraduate	1f, 10a	To what extent will a dedication to automony from detailed public control affect the health of highly selective institutions?

Reference: Koff, R. H. & Florio, D. H. Schools of education: Legal and political issues of accreditation. Compact, 1977, 11 (3) 16-19.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	2d	How does the diversity of accreditation policies contribute to duplication of effort in evaluating and approving programs?
Colleges & Universities Undergraduate	2d, 10a	What groups should participate in establishing and enforcing accreditation policies (e.g. NEA, AFT, special interest groups, NCATE, legislators, school boards)?
Colleges & Universities Undergraduate	2d, 6b	What are the legal problems associated with determining criteria and standards for making accreditation judgments (e.g. discrimination, tests of employment, Title VII, EEOC guidelines, antitrust)?
Colleges & Universities Undergraduate	2d, 9a, 9b	How can defining and assessing quality in the field of education be improved to protect the consumer?
Graduate & Professional	2d, 4b	To what extent should accreditation agencies review nontraditional off-campus graduate programs?
Graduate & Professional	2d, 4b	How can nontraditional programs be evaluated?

Reference: Koltai, L. King Solomon and the bowl of spaghetti. *Community and Junior College Journal*, 1977, *48* (1), 18-20.

Level	Issue Area	Issue
Community & Junior Colleges	8c, 8d	What are the benefits to community colleges of part-time instructors?
Community & Junior Colleges	2f, 8	How do declining enrollments affect the utilization of part-time instructors?
Community & Junior Colleges	8c, 8d	What influence do teachers' unions and collective bargaining have on tenure decisions concerning part-time faculty?
Community & Junior Colleges	4b, 8	How does granting tenure to part-time faculty influence curriculum change and new program development?

Reference: Ladd, E. C. & Lipset, S. M. How faculty unions rate with professors. Chronicle of Higher Education, 1976, 11 (20), 12.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	8d	To what extent are faculty members likely to continue to support AAUP over AFT and NEA as their choice of bargaining unit?
Colleges & Universities Undergraduate	8d	Given a continuing inflationary economic trend, to what extent are present faculty views likely to remain stable?
		a. To what extent are their views likely to become more militant?
Colleges & Universities Undergraduate	8d	How does affiliation with community colleges over four-year colleges affect the choice of bargaining agent?
Colleges & Universities Undergraduate	8d	How does academic discipline or field affect faculty choice of bargaining agent?

Reference: Lawrence, B. The just community at what price? College Board Review, Winter 1976-77, (102), 16-19, 31-33.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	2e	How valid is the argument that quality and excellence aren't issues in the American educational system while equity of access is?
Colleges & Universities Undergraduate		What is the secret of the success of America's education system?
Colleges & Universities Undergraduate		How has the American system of higher education facilitated this country's goal of achieving a just society?
Colleges & Universities Undergraduate	2e	How can advocates of equal educational access be certain that a just community for higher education may be achieved without an appropriate balance between access and quality?
Colleges & Universities Undergraduate	3f	How does the role of government financing of higher education threaten the balance between opportunity for all and maximum opprotunity for the most able?
Colleges & Universities Undergraduate	3a	How does the system of government financing affect the quality and diversity of higher education systems in the United States?
Colleges & Universities Undergraduate	1c, 3b	What are the considerations involved in state aid to higher education?
Colleges & Universities Undergraduate	3c	How are private universities affected by the federal aid system?
Colleges & Universities Undergraduate	3c	What are the advantages and disadvantages of institutional aid as opoosed to student aid?
Colleges & Universities Undergraduate	3a	How has federal intervention prevented colleges from maintaining standards?

Level	Issue Area	Issue
Colleges & Universities Undergraduate	2f	How will declining middle income enrollment affect the quality of higher education?
Colleges & Universities Undergraduate	4e	Is the declining quality of higher eduation caused by poor financing or inefficient productivity?
Colleges & Universities Undergraduate	2b	How can productivity in colleges be improved?
Colleges & Universities Undergraduate	4e	How can quality and diversity in higher education be promoted in an environment of limited resources?
Colleges & Universities Undergraduate	1c, 3g	What type of government financial aid programs are necessary to maintain equality of access while not sacrificing the needs of one group to satisfy the needs of another?
Colleges & Universities Undergraduate	5a	What are the effects of institutional dependence on federal research and development grants?
Colleges & Universities Undergraduate	2e	To what degree are higher education institutions concerned about maintaining quality?

Reference: London, H. I. The case for nontraditional learning. Change, 1976, 8 (5), 25-29.

Level	Issue Area	Issue
General Postsecondary	2e, 4a, 4e, 11b	What are the programs and philosophies behind nontraditional learning? a. How do they function? b. What are their supporting assumptions? c. How are they maintained? d. What are their societal and institutional goals?
General Postsecondary	11b	How has nontraditional learning evolved from the traditional higher education institutions?
General Postsecondary	2e, 11, 12	Do the goals of nontraditional learning and the availability of learners conincide?
General Postsecondary	12	Who are the most likely to take advantage of and receive full benefits from nontraditional learning?
General Postsecondary	2, 11	To what extent are community resources available to and utilized by nontraditional education programs?
General Postsecondary	2, 11	What are the "public costs" of supporting non-traditional learning centers?
General Postsecondary	1f	How will the economies realized by nontraditional programs facilitate their acceptance by traditional institutions?
General Postsecondary	9, 11	Within the context of a depressed job market, what will be the appeal of nontraditional learning institutions and programs?
Colleges & Universities Undergraduate	2, 4	What are the effects of nontraditional programs on universities and colleges?
General Postsecondary	4	How do nontraditional programs affect traditional curriculums?

Level	Issue Area	Issue
General Postsecondary	5c, 11	How can nontraditional programs be evaluated? a. How can quality control be maintained? . b. How can student performance be measured?
General Postsecondary	1f, 11	During periods of fiscal austerity, what are the advantages and disadvantages of nontraditional learning programs?
General Postsecondary	2d, 4e	To what extent do standards differ between traditional and nontraditional programs?
General Postsecondary	2d, 4e	What system of accreditation can be employed to assure both maintenance of nontraditional academic standards and innovation?
General Postsecondary	9b, 9c	How can nontraditional programs maintain an important role in American education without decreasing the value of a college degree?
General Postsecondary	4b	What are the benefits of unstructured as opposed to structured learning?
General Postsecondary	9	How has the proliferation of nontraditional programs affected the traditional separation of work and education?
General Postsecondary	7	Can equality of access and opportunity be better promoted by nontraditional or traditional institutions?
General Postsecondary	7a, 7b	Are nontraditional programs merely a means of siphoning "unwanted " student elements from traditional programs? a. Who are these students?
General Postsecondary	9a, 11	What are the career opportunities for "graduates" of nontraditional learning programs?

Reference: Margarrell, J. Inequality threat grows, black college leaders say. Chronicle of Higher Education, 1976, 12 (10), 5.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	3f	If middle-class students receive more student aid than at present, what will be the effect on needy black students?
Colleges & Universities Undergraduate	2f, 7b, 7c	What effect will the enrollment limits some states are imposing on public institutions have on the number of blacks entering college?
Colleges & Universities Undergraduate	7b, 7c	What impact will basic skills proficiency tests have on the acceptance and enrollment of blacks in colleges?
Colleges & Universities Undergraduate	7c, 9	To what extent will higher education become a two-track elitist system in which blacks enroll in community colleges and middle- and upper-class students enroll in traditional four-year colleges?
Graduate & Professional	7a, 7b, 7c	To what extent will programs to increase the number of blacks in graduate and professional schools be undermined by charges of reverse discrimination?
Colleges & Universities Undergraduate	7c, 9	How have our society's priorities changed concerning closing the educational gap between whites and blacks?
Colleges & Universities Undergraduate	10	What impact have the demands of the middle-class constituency for educational opportunities and aid for middle-class students had on legislators?
Colleges & Universities Undergraduate	7c, 9	To what extent has the educational gap between blacks and whites been narrowed?
Colleges & Universities Undergraduate	7b	To what extent do selection tests reward social and economic advantage more than they measure talent?
General Postsecondary	7b	What criteria should be used for discarding selection tests at any level of education?

Reference: Margarrell, J. State control of federal dollars called threat to university autonomy. Chronicle of Higher Education, 1977, 14 (9), 7.

Level	Issue Area	Issue
General Postsecondary	1b, 2, 6, 10a	To what extent would state veto power over federal higher education funds have a serious impact on publicly supported higher education (in terms of autonomy from state control)?
General Postsecondary	1b, 6, 10a	What control over federal funding of colleges and universities should state legislators have?
General Postsecondary	1b, 6, 10a	To what extent does the state have the legal authority to appropriate federal funds for postsecondary education?
DATA ELEMENT:		• What do state legislatures do with federal funds?

Reference: Martorana, S. V., & Nespoli, L. A. Decline in funding demands collective action. Community and Junior College Journal, 1977, 48 (1), 15-17.

Level	Issue Area	Issue
Community & Junior Colleges	1b, 1c, 2, 10a	To what extent does greater state funding of public community colleges lead to an increase of state control over the institutions?
DATA ELEMENTS:		• What administrative and policy areas are affected by the qualifications or limitations of state funding legislation?
Community & Junior Colleges	2, 10a	To what extent are state legislatures concerned with the institutional growth of public community colleges?
DATA ELEMENTS:		• Among the range of legislative topics proposed or considered by state legislatures, how much attention is given to topics directly pertaining to the expansion of public community colleges?
Community & Junior Colleges	1, 2, 10a	Is there public support for the establishment of comprehensive, community education programs utilizing public facilities as community centers?
DATA ELEMENTS:		• Is there legislative support for the concept of community-based, performance-oriented education?
Community & Junior Colleges	10a	What is the current level of legislative support for community colleges around the country?
DATA ELEMENTS:		• Do state legislative activities show that the level of funding and other support for community and junior colleges is a major issue?

Reference: Martorano, S. U., & Kuhns, E. The challenge of the communiversity. Change, 1977, 9 (2), 54-55.

Level	Issue Area	Issue
General Postsecondary	2, 4	To what extent will the communiversity concept replace current higher education structures in the future?
General Postsecondary	1, 2, 4	How will the communiversity differ from traditional institutions?
General Postsecondary	1	What type of funding will be available to the new communiversity?
General Postsecondary	2	Who will plan and coordinate the communiversity enterprise?
General Postsecondary	2	How will the division of labor needed to accomplish the task of total postsecondary educational service to a locality be decided?
General Postsecondary	1	How will the communiversity be financed? How will the method of finance influence its salvation or downfall?
General Postsecondary	1f	To what extent is the communiversity a threat to the current institutions of higher education?

DATA ELEMENTS:

- What services and programs are offered for youths and adults outside higher education?
- What information do existing brokering services have?

Reference: McNamara, W. Amending the amendments. Change, 1976, 8 (2), 56-57, 68.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	10a, 10b	To what extent have consultation or inputs from the higher education community outside the government been deficient with regard to federal legislation and regulation?
DATA ELEMENTS:		• What channels of communication presently exist? • Who is normally consulted? At what level?
Colleges & Universities Undergraduate	1b, 7	To what extent are higher tuition and costs in public institutions a factor in declining enrollments?
Colleges & Universities Undergraduate	1b, 10a	To what extent have federal policies to help rescue private colleges from fiscal failure adversely affected public institutions?
Colleges & Universities Undergraduate	2, 10a	To what extent does the federal concern with consumer protection affect or encroach upon institutional management and responsibility?

Reference: McNeil, E. O., Gadsden, M. D., Moore, W. E., & McLean, H. V.
Have our colleges and universities provided adequately for the
special education needs of blacks? Change, 1977, 9 (6), 54-56

Level	Issue Area	Issue
Colleges & Universities Undergraduate	4f, 12	What are the special education needs of black students, and how can these needs be met by institutions of higher education?
Colleges & Universities Undergraduate	4e, 4f	To what extent are black colleges more successful than white colleges in meeting needs of black students? a. To what extent is training in all fields available at both types of colleges? b. To what extent do these types of colleges succeed in retaining students (black and white) to degree attainment? c. To what extent are black role models available? d. To what extent are colleges encouraging educational relationships of instructors and students?
Colleges & Universities Undergraduate	4b	To what extent are special programs for blacks at white colleges meeting the needs of black students?
Colleges & Universities Undergraduate	4e, 4f	To what extent is the lack of black role models in significant leadership positions a "special" education need?
Colleges & Universities Undergraduate	4e, 4f	To what extent are the unmet needs of black students similar to those of nonmainstream students in general?
Colleges & Universities Undergraduate	1, 2f, 4, 7a	What changes in programs and recruitment are necessary for black colleges to survive this period of declining enrollments and persistent charges of inferiority?
Colleges & Universities Undergraduate	4f	To what extent should higher education make a concerted effort to provide the instructional staff with methods and techniques for coping with bias?
DATA ELEMENTS:		• Enrollment and retention: numbers of students, by race, in black colleges, white colleges; Southern versus Northern colleges; by majors • Numbers of black studies programs by type and location of college • Amount of faculty dropout, cultural communication, and sensitivity

Reference: Meyerson, M. Educating the educated person: Three themes on the role of the university. Unpublished manuscript, not dated.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	4e, 7c	To what extent does attaining increased educational equality compromise educational quality?
Colleges & Universities Undergraduate	4e, 9	To what extent has increased educational equality, through alteration in standards, lessened our confidence in education?
Colleges & Universities Undergraduate	4	To what extent have undergraduate colleges ignored the need for students to master the skill and art of fusing what they know with an understanding of how it is that they know?
Colleges & Universities Undergraduate	12	How pervasive is the lack of understanding and skill in using plain English at the undergraduate level?
Colleges & Universities Undergraduate	2e, 4c	To what extent has the goal of education (i.e., to purvey a general education along with specialized training) been lost in the goal of getting a self-sustaining job?
Colleges & Universities Undergraduate	4b, 4e	What should be the curriculum of general education; i.e., what ought a student properly to know?
Colleges & Universities Undergraduate	2e, 4e	How can the institution insure that students become versed in the affective as well as the cognitive dimensions?

Reference: Millard, R. M. Issues of statewide concern in higher education. Paper presented at the Education Commission of the States Inservice Education Program Seminar: The maintenance of academic quality in a time of uncertainty, Keystone, Colorado, 1977.

Level	Issue Area	Issue
General Postsecondary	2	To what extent are existing state postsecondary education coordinating and governing structures adequate to deal with changing conditions, the unsteady state, and time of uncertainty in education?
DATA ELEMENTS:		• What kinds of agencies do states have, under what conditions were they established, and have these changed?
General Postsecondary	10a	What is the relationship of postsecondary education to state government and how is it changing?
General Postsecondary		What are the changing conditions in postsecondary education? a. Changing student situation b. Concern with overproduction of highly educated manpower c. Fiscal situation d. Public higher education is only part of postsecondary education e. Collective bargaining f. Federal legislation and regulation g. Changing legislative and executive expectations
General Postsecondary	2f	To what extent can an increase in older citizens in higher education compensate for a decline in 18- to 24-year-olds in level of support? a. Are interested older students really present?

Level	Issue Area	Issue
		b. Will governors and legislators take the position that working older students should pay more of the costs of their additional education?
General Postsecondary	1c	To what extent should manpower considerations determine the areas in which state funds for postsecondary education should be spent? a. Are too many college graduates being produced? b. Should more be invested in vocational and occupational education areas?
General Postsecondary	1c	To what extent has higher education lost its priority status in competition for state funds?
General Postsecondary	1c	To what extent are elementary and secondary education competing with postsecondary education for state funds?
General Postsecondary	10a	To what extent has the demand by state government and the general public for greater accountability increased?
General Postsecondary	2, 10a	What forms of accountability are being demanded (e.g., fiscal accounting of funds, development of management information systems, program budgeting, zero based budgeting, performance audit, program review)?
General Postsecondary	1d, 2f	How well will enrollment-driven budget formulas, which worked well in times of expansion, work in periods of contraction?
General Postsecondary	2, 10a	If states demand performance audits of postsecondary institutions, what criteria should be used (e.g., efficiency versus. educational effectiveness) and who (state agencies in cooperation with the academic community) should undertake the audits?
General Postsecondary	1c	To what extent are states spending money on duplicate educational opportunities within the states?

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Reference: Moynihan, D.P. Can private universities maintain excellence? Change, 1977, 9 (8), 8-9.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	1b, 1e 10a	How can the rising level of federal support to private colleges be balanced with lowering the level of federal interference?
Colleges & Universities Undergraduate	1e, 4e	What are the advantages of maintaining the private university sector in terms of quality education?
Colleges & Universities Undergraduate	1e, 2f, 10a	To what extent can the adoption of principles governing the relationship between the federal government and universities lessen the tensions arising from competition for enrollments?

Reference: Nelson, J. E. Student aid at the two-year college: Who gets the money? Community and Junior College Journal, 1976, 47 (2), 12-17.

Level	Issue Area	Issue
Community & Junior Colleges	3a, 3b, 3e, 12c	To what extent are part-time students discriminated against in federal and state student aid programs, regardless of their family income?
Community & Junior Colleges	2, 3a, 3b, 8	To what extent does the absence of sufficiently trained administrators and adequate numbers of support staff contribute to the poor functioning of adequate financial aid programs in two-year colleges?
DATA ELEMENT:		o Staffing and facilities for financial aid offices.
Community & Junior Colleges	2, 8, 10a	To what extent has Congress contributed to understaffed financial aid offices because of its failure to authorize support to institutions receiving aid?
Community & Junior Colleges	3a, 3b, 12	To what extent do community college students need financial aid as compared to students at other institutions?
DATA ELEMENT:		o Students' age, place of residence, martial status, dependency on parents, family income, commuting costs, part-time or full-time status, child care facilities.
Community & Junior Colleges	3a	To what extent will student aid continue to be the primary method of federal funding for higher education?

Reference: Ness, F. The beginning of the fall. Unpublished paper, Moravian College, Bethlehem, Pennsylvania, October 20, 1977.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	1e, 2f, 1f	What will be the effect of increasing competition for students (both traditional and nontraditional) in public and private colleges?
Colleges & Universities Undergraduate	1b, 1c, 1f, 10a	To what extent will states, the federal government, and foundations increase or decrease their funds for private as well as public higher education?
Colleges & Universities Undergraduate	2e, 10a	To what extent are federal regulations threatening the colleges' capacity to perform their educational service?
Colleges & Universities Undergraduate	1f, 4e, 8a	To what extent is the financial condition of higher education going to result in an older and "static faculty" and therefore decrease the institutions' ability to accommodate to change?
General Postsecondary	11	To what extent is business and industry moving into the field of education?
Colleges & Universities Undergraduate	8d, 8e	To what extent will the movement toward collective bargaining erode the authority of the administrator and the benefits of collegiality?
Colleges & Universities Undergraduate	1f, 4b	To what extent will the development of programs uniting liberal and vocational education increase the survival opportunity of colleges?
Colleges & Universities Undergraduate	1a	How can higher education elicit financial support from business and industry?
Colleges & Universities Undergraduate	1d, 1e, 1f	How will public and private higher education respond to the problems of inflation (e.g., increased costs, increased tuition)?
Colleges & Universities Undergraduate	9b	What special contribution can church-related institutions make to intellectual enlightenment and humanistic education?

Reference: Norton, A. Territorial rights in graduate education. Paper presented to Midwestern Association of Graduate Schools, March 29, 1976.

Level	Issue Area	Issue
Graduate & Professional	2g	What are the ramifications of territorial rights in graduate education?
Graduate & Professional	2f	What will be the effect of the changing clientele (decrease in 18-24-year-olds and increase in older students)?
Graduate & Professional	1f	How will universities deal with the unstable fiscal situation caused by changing clientele and demand?
Graduate & Professional	4b	To what extent should establishment and maintenance of graduate programs be dependent on maintaining a minimum number of students?
Graduate & Professional	4b	To what extent should master's and doctoral programs be replicated in every metropolitan area within a state?
Graduate & Professional	1	To what extent will "territorial education monopolies" be caused by the scarcity of resources in higher education? How is this related to establishment of public institutions near existing private institutions?
Graduate & Professional	2, 4e, f	To what extent can graduate programs in different institutions in the same geographic region work together to offer more comprehensive, higher quality programs?
Graduate & Professional	2, 4b	To what extent should off-campus programs be established within the geographic area of other institutions?
Graduate & Professional	4e, 10	What standards should be maintained by the state for off-campus graduate education courses?
Graduate & Professional	10, 12	What is the state responsibility to the student consumer in guaranteeing standards?

Level	Issue Area	Issue
Graduate & Professional	4e, 11	To what extent can graduate education be improved by nontraditional techniques (e.g., better utilization of community resources and moving off campus)?
Graduate & Professional	le, 10a	To what extent can the state set standards for private school graduate programs as well as public school programs?

Reference: Olson, L. Equal but not separate - the OE controversy. Change, 1977, 9 (8), 42-43.

Level	Issue Area	Issue
General Postsecondary	10b	What are the advantages and disadvantages of giving education a "stronger voice at the federal level," (i.e., a cabinet-level department of education)?
General Postsecondary	10	How would a cabinet-level department of education help the education world and the American people cope with a variety of problems that are steadily becoming worse?
General Postsecondary	10	To what extent has postsecondary education been neglected by HEW in the last 15 years?
General Postsecondary	10	What could be done at the federal level to give greater visibility and a higher level of administrative attention to education and the pursuit of knowledge?
General Postsecondary	10	If a department of education is formed, to what extent will this change federal, state, local, institutional, individual relationships?
General Postsecondary	10	To what extent will the sharing of information (research, policy studies, administrative activities, etc.) help coordinate the 22 federal cabinet-level agencies that now have education programs?
General Postsecondary	10	If an "education forum" were to be established, what is the likelihood that a mix of funding (federal, state, local agencies, individuals, foundations, educational associations) could be obtained?
General Postsecondary	10	To what extent should the federal government increase dissemination of educational information (especially from NIE and NCES) to local administrators, teachers, students, and their families?

DATA ELEMENT:

- o Dollars HEW gives to postsecondary education, by the various government departments.

Reference: Olson, L. Guaranteeing responsiveness to students in federal reorganization of education. Testimony before Committee on Government Affairs, United States Senate, Washington, D.C., October 14, 1977.

Level	Issue Area	Issue
General Postsecondary	10	How should educational programs be organized on a federal level?
General Postsecondary	10	What guarantees should be built into the federal structure for more responsiveness to needs of students, prospective students, families, citizens, and policymakers?
General Postsecondary	10	To what extent should the new federal government structure be responsible for dissemination of information about the condition of education in the states?
General Postsecondary	4e	To what extent should the federal agency be responsible for improving quality control of postsecondary educational programs?
General Postsecondary	4e	What is the relationship of dissemination of information about the condition of education in the states and bettering the "plight" of consumers of education?
General Postsecondary	3, 10	To what extent should the federal agency have the responsibility for providing students and others with individualized information through data banks (e.g., interactive programs to identify personal values and academic interest; identification of education, training, or job opportunities; identification of admissions policies; identification of postsecondary education costs and financial aid estimates; individualized instruction)?
General Postsecondary	5a, 5b	To what extent should the new organization change the emphasis of educational research to reflect interests of students and parents as well as those of institutions and policymakers?

Level	Issue Area	Issue
General Postsecondary	10	To what extent would a new federal structure address the need of a clearinghouse of resources for student leaders?
General Postsecondary	10a	What is federal government reorganization of education going to do for students and prospective students?

Reference: Oswald, J. W. The state's responsibility to the institution. Address to the assembly of the National Center for Higher Education Management Systems, Denver, 1976.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	10a	What do states see as their responsibility to colleges and universities (e.g. diversity, accountability)?
Colleges & Universities Undergraduate	10a	What is the extent of the state's involvement with the education of its citizens?
Colleges & Universities Undergraduate	10a	How can the needs of both the state and institutions best be served?
Colleges & Universities Undergraduate	10a	What are the concerns of the state in relation to institutions?
Colleges & Universities Undergraduate	10a	How can a state retain its responsibility to require accountability and yet assure maintenance of the institutions' freedom and productivity?
Colleges & Universities Undergraduate	2a	What are the implications of increased state regulation and review?
Colleges & Universities Undergraduate	1c	Have states provided private institutions with an adequate level of financial support?
Colleges & Universities Undergraduate	1f	Why is a steady level of financial support necessary to maintain private institutions' quality?
Graduate & Professional	4d	What can be done to encourage the continuation of graduate education during the difficult years ahead?
Colleges & Universities Undergraduate	10a	What are the key differences between state coordination and governance of institutions?
Colleges & Universities Undergraduate	10a	To what extent should the states preserve, nurture, and promote freedom of learning in post-secondary education?

Level	Issue Area	Issue
Colleges & Universities Undergraduate	10a	To what extent should states provide, within the governmental structure, an advocate for higher education to help influence those processes that establish public policy priorities and allocate resources?
Colleges & Universities Undergraduate	10a	To what extent should states provide an opportunity for institutional input of alternative solutions before making major decisions regarding postsecondary education?

Reference: Papke, D. R. Is there a lawyer in the house? Change, 1977, 9(4), 14-16.

Level	Issue Area	Issue
General Postsecondary	6	To what extent are lawyers playing a greater role in higher education?
General Postsecondary	6	With what types of problems do university lawyers deal? (Title IX, faculty unionization, affirmative action, minority admissions, federal regulations, etc.)
General Postsecondary	1, 6	To what extent will legal expenses for colleges and universities continue to rise?
		a. Can in-house legal offices stem rising costs?
General Postsecondary	6, 10a	Are in-house lawyers necessary in order to combat "legal" pollution"--emission by federal government of noxious laws and regulations?
General Postsecondary	6	To what extent are consumer suits and claims of trustee liability on the increase against universities?
General Postsecondary	1	To what extent are legal expenses reflected in the rising cost of public higher education?

Reference: Perkins, C. D. Remarks at the Legislative Workshop of the American Association of Colleges and Universities, Washington, D. C., March 12, 1975.

Level	Issue Area	Issue
General Postsecondary	3a	How does a weak Office of Education affect student assistance appropriations?
General Postsecondary	3a, 7	Why does the BEOG (Basic Educational Opportunity Grant) program offer the greatest hope for broadening access to postsecondary education?
General Postsecondary	3a	How can student assistance programs be made more effective and useful to potential recipients?

Reference: Perkins, J. A. The design and management of systems of higher education. Paper presented at an Association of Partially or Wholly French-Language Universities meeting, Paris, November 18, 1977.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	2a, 2e	How have balancing the forces of merit and equality, centralization and decentralization, produced problems for the governance of universities?
General Postsecondary		What is the relationship between the specific concerns of higher education and education in general (e.g., relationship between college access and secondary education)?
General Postsecondary	10a	How is the management of an educational system related to the form of government a country has?
General Postsecondary	2a, 10a	How will changes in the governance of colleges by governments affect eductional innovation?
Colleges & Universities Undergraduate	10a	How can institutions counterbalance a trend toward central control of higher education?
General Postsecondary	10a	What are the implications of increased federal involvement with postsecondary education while state involvement declines?
Colleges & Universities Undergraduate	1e	How have inceased costs influenced the importance and quality of private higher education?
General Postsecondary	2, 10a	How does the composition of state planning and coordination bodies affect the governance of postsecondary institutions?
Colleges & Universities Undergraduate	2a	How can quasi-public governed institutions and independently governed institutions serve the twin necessities of public purpose and academic standards?

Reference: Pifer, A. Higher education in the nation's consciousness. Report of the president. In Carnegie Foundation for the Advancement of Teaching, Annual report for 1975.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	9b	To what extent are the benefits of higher education outweighed by its costs and burdens?
Colleges & Universities Undergraduate	9b	To what extent is public skepticism about the value of higher education justified?
Colleges & Universities Undergraduate	1b, 1c	What priority should higher education be assigned in the allocation of scarce public resources?
Colleges & Universities Undergraduate	9b, 9c	To what extent is a college degree no longer worth a young person's investment in it because of its declining economic returns?
Colleges & Universities Undergraduate	2f, 9b, 9c	To what extent does the apparent decline in economic value of a degree represent a serious threat to the financial viability of higher education because this decline will lead to sharply falling enrollments?

Reference: Quie, A. H. Legislation for the new Congress. Community and Junior College Journal, 1975, 45 (6), 30-31

Level	Issue Area	Issue
General Postsecondary	10a	What should be the federal role in postsecondary education?
General Postsecondary	9b, 10a	What leadership can and should Congress provide to assure that students: a. Get better information about choices in postsecondary education? b. Get what they are told they will receive for their money in postsecondary education?
General Postsecondary	10a	What should be the federal versus state responsibilities in maintaining educational opportunity centers?
General Postsecondary	3a, 3b, 3c, 10a	To what extent is it possible for state, student aid agencies, institutions, and the general public to work together: a. To develop a single aid application form and needs-analysis system for all federal programs? b. Develop grants announcement dates early enough to work out entire aid packages? c. Design student aid programs that fit the needs of the institution?
General Postsecondary	3a, 3b, 3f	To what extent do considerations of family assets in financial aid programs result in inequities in who receives aid?
General Postsecondary	3a, 3b, 3f, 12a	What are the implications of making Supplemental State Incentives Grant money from the federal government available for: a. Students attending either private or public institutions? b. Students who cross state lines to attend college? c. Use in state-sponsored work-study programs as well as grant programs?

Reference: Quie, A. H. Legislative priorities for 1975 in postsecondary education. Testimony prepared for the Committee on Education and Labor, U.S. House of Representatives, January 1975.

Level	Issue Area	Issue
General Postsecondary	4b, e, 8e, 10a	To what extent is government red tape choking the ability of educational institutions to respond to change, to develop programs and policies unique to their particular geographical areas, and to enhance the creativity and individual initiative necessary for excellence?
General Postsecondary	10a	What should the federal role be in postsecondary education?
General Postsecondary	10a	To what extent should the federal government support tax credits for expenses related to postsecondary education and tax incentives for charitable contributions to educational institutions?
General Postsecondary	1c, e, 10a	To what extent should states support private higher education institutions?
General Postsecondary	10a	How can state and federal planning and leadership for postsecondary education be supported?
General Postsecondary	1d, 10a	To what extent is tuition an issue of state rather than federal policy?
General Postsecondary	4e, 9b, 10a, 12	To what extent should the federal government assure that students get better information about their choices in postsecondary education and actually receive what they are told they will receive for their money?
General Postsecondary	2d, 10a	To what extent should we continue relying on voluntary accrediting associations for determining which institutions are eligible for federal programs? Should we supplement accreditation with federal criteria for eligibility?

Level	Issue Area	Issue
General Postsecondary	3a, 10a	How can federal and state governments, educational institutions and the public work together to develop a. a single federal application for student assistance? b. a needs analysis system?
General Postsecondary	3a, 3f, 10a	To what extent should federal aid a. help meet nontuition expenses of attending college? b. focus on students whose family income is below the national median?
General Postsecondary	3a, 3b, 10a	What is the federal role in state student aid programs?
General Postsecondary	3a, 10a	To what extent should federal funding programs be consolidated within institutions with broad federal guidelines and distribution by state allotments be eliminated?
General Postsecondary	3a, 10a	How can a federal consolidated program be designed to improve timing and develop a formula to compute an equitable distribution of funds?
General Postsecondary	3a, 10a, 12d	To what extent should federal funds be used to support work-related programs, e.g., a. work-study and/or part-time employment? b. grants to community organizations to hire full-time coordinators of student employment in the private sector?
General Postsecondary	3a, 3g, 10a	What should be the basic purpose of the student loan program and what should be the specific federal role?
General Postsecondary	1b, 8c, 10a	To what extent is unrestricted federal institutional aid apart from Title IV appropriate for the federal government? Would this result in unwarranted federal intrusion into the life of each institution?
General Postsecondary	1e, 4b	Do private colleges lead the way to innovations or are they guardians of the status quo?

Level	Issue Area	Issue
General Postsecondary	1e, f	To what extent should public funds be going to private institutions?
General Postsecondary	1e, 10a	To what extent does the existence of a strong private sector provide a check on state and federal government controls?
General Postsecondary	1b, 10a	To what extent will community colleges benefit more than vocational/technical schools, private colleges, four-year state colleges, or state universities from the federal priority on occupational eduction?
General Postsecondary	3a, f, 10a	How should student aid laws be written so that community college students have a full opportunity to participate, yet take into account factors such as lower tuition in community colleges and equal nontuition costs for community college students?

Reference: Ray, R. D. Education and living. Compact, 1975, 9 (6), 17.

Level	Issue Area	Issue
General Postsecondary	4, 7, 10a	Can the educational system maintain a sensitive balance between the public demand for accountability and the learner's need for diversity and freedom of choice? How will the trend toward accountability affect curriculum options?
General Postsecondary	4b, 9b, 11b	What are the societal implications of the demise of liberal arts education and the simultaneous rise of career education?
General Postsecondary	4b, 11	What are the prospects for life-long learning in an educational system that emphasizes career education?

Reference: Riesman, D. The future of diversity in a time of retrenchment. Higher Education, 1975,4, 461-482.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	1e	To what extent would the virtual disappearance of private colleges be a national calamity?
Colleges & Universities Undergraduate	2	To what extent has the disappearance of single-sex schools and colleges lessened diversity in American higher education?
Colleges & Universities Undergraduate	1	To what extent would diversity in funding of higher education encourage the maintenance of quality and higher culture through the mechanism of freer student choice?
Colleges & Universities Undergraduate	1, 4e	What can private colleges do better than public institutions?
Colleges & Universities Undergraduate	2, 8e	How are academic freedom and institutional autonomy influenced by institution governance(i.e., public versus private)?
Colleges & Universities Undergraduate	1	What are the relationships between multiple sources of support (through tuition, grants carried with students, private philanthropy, multiple sources of research) and institutional autonomy?
Colleges & Universities Undergraduate	4b, 4e	To what extent have student free-choice curriculum and personal goals resulted in a breakdown of the core curriculum?
Colleges & Universities Undergraduate	4a, 4b	What is the relationship between student free choice and grade inflation?
Colleges & Universities Undergraduate	12	What are the hidden costs to students of public higher education?

Reference: Roark, A. C. Supreme court opens way for test of preferential admissions. Chronicle of Higher Education, 1976, 13 (12), 1, 8.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	7c	To what extent will the litigation resulting from the Bakke case jeopardize the health of special-admissions programs at colleges throughout the country?

Reference: Roark, A. C. What changes ahead for student aid? Chronicle of Higher Education, 1977, 15 (8), 5-6.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	3a	To what extent do students receive too little of the right type of federal financial aid and have too many strings attached to the aid?
Colleges & Universities Undergraduate	3a, 10a	To what extent does the federal government distribute financial aid funds inequitably, enforce unreasonable and intrusive regulations, and require counterproductive paperwork?
Colleges & Universities Undergraduate	3a, 10a	To what extent has Congress failed to design a national policy for financial aid programs?
Colleges & Universities Undergraduate	3a, 3g, 10a	To what extent have students abused federal financial aid programs?
Colleges & Universities Undergraduate	3a, 3c, 10a	To what extent have institutions supplied adequate data on which to base new financial aid programs or redesign old ones?
Colleges & Universities Undergraduate	3a, 3f,	To what extent should older students or students living away from home be eligible for Basic Economic Opportunity Grants?
Colleges & Universities Undergraduate	3a, 10a	How will the new data system designed by USOE affect the amount of paperwork required of institutions and students?
Colleges & Universities Undergraduate	3a, 10a	To what extent are program directors responsible for recommending legislative proposals to overhaul financial aid programs?
Colleges & Universities Undergraduate	3	How much debt should students incur to finance a college education and when should these debts come due?
Colleges & Universities Undergraduate	3a, 3g, 10a	To what extent will the high loan default rate jeopardize federal loan programs?

Reference: Scully, M. G. No grades, no credits, but 40 "competence units." Chronicle of Higher Education, 1975, 9 (18), 5.

Level	Issue Area	Issues
Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	To what extent does competency-based education constitute a major reform in liberal education?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	How can liberal education be defined in process outcomes or competencies?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	What competencies crucial to undergraduates do the academic disciplines offer?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	How can competency-based education prove or validate that an undergraduate is competent and prepared for the outside world?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	To what extent does competency-based education represent a trivialization and mechanization of the educational process?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9a, 9b, 9c, 9d	How can competency-based education make colleges and universities more accountable for the claims they make to students for the ways in which they spend public money?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9a, 9b, 9c, 9d	What is the relationship between competency-based teacher and vocational education and competency-based liberal education?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9a, 9b, 9c, 9d	How can liberal arts education competencies be validated?

Reference: Scully, M. G. Private colleges urged to establish own lobby. Chronicle of Higher Education, 1976, 11 (18), 3.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	1e, 10b	How effectively can private education interests be represented in Washington, D.C., by organizations representing both public and private concerns?
Colleges & Universities Undergraduate	1e, 1f, 3, 10	What are the public policies regarding the pattern of support for higher education about which public and private institutions differ?
Colleges & Universities Undergraduate	1e, 1f, 2a, 4e, 10	To what extent have public policies doomed some institutions to weakness despite their being well-managed and educationally effective?
Colleges & Universities Undergraduate	1e, 1f, 10a	To what extent does private higher education need to build its public image in order to relieve financial difficulties?

Reference: Semas, P. W. Faculty unions add 60 campuses in 1975-76 academic year. Chronicle of Higher Education, 1976, 12 (14), 5.

Level	Issue Area	Issue
General Postsecondary	8d	Is faculty unionization a phenomenon that will continue to expand?
General Postsecondary	8d	What are the differences in the characteristics of institutions that unionize and those that don't (e.g., public versus private; midwest and south versus east and west; two-year community college versus four-year institution)?
General Postsecondary	8d	What are the characteristics of the various bargaining agents and the relationship of these characteristics to the types of institutional faculty they represent?

Reference: Semas, P. W. Laws on faculty bargaining. Chronicle of Higher Education, 1975, 10 (6), 1, 8.

Level	Issue Area	Issues
Colleges & Universities Undergraduate	8d, 10a	To what extent has faculty collective bargaining spurred state legislatures to introduce bills aimed at granting these rights?
Colleges & Universities Undergraduate	8d, 10a	To what extent has state legislation been a major factor in the spread of faculty collective bargaining?
Colleges & Universities Undergraduate	8d, 10a	To what extent did heavy Democratic victories in the 1974 elections and the resulting increased power of organized labor become a factor in expanding bargaining rights for public employees?
Colleges & Universities Undergraduate	8d, 10a	To what extent has the threat that Congress might preempt state authority spurred states to action regarding collective bargaining?

Reference: Semas, P. W. Student protest 1975: Stress on economic issues. Chronicle of Higher Education, 1975, 10 (15), 3.

Level	Issue Area	Issues
Colleges & Universities Undergraduate	1d, 1f, 3c, 4b, 8, 12	How do financial troubles of the colleges affect students (in terms of raised tuition, lower student aid, reduction of student-backed programs and reforms, and layoffs of popular faculty members)?
Colleges & Universities Undergraduate	1d, 1f, 3c, 4b, 8, 12	To what extent are minority students disproportionately affected by financial troubles of colleges?
Colleges & Universities Undergraduate	2a, 12	To what extent will college and university students continue to demand that institutions make some adjustments?
Colleges & Universities Undergraduate	1f, 12	To what extent will economic difficulties of colleges and universities be a force to bring together student activism on a single front rather than fragmented special interest groups?
Colleges & Universities Undergraduate	1f, 2a, 12	What should the student's role be in determining priorities of colleges and universities?
Colleges & Universities Undergraduate	10b, 12	To what extent will student influence be increased by state and federal lobbying activities?

Reference: Shanahan, D. Why Johnny can't think. Change, 1977, 9 (9), 10-11.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	4b, 4e	Will the emphasis on basic skills detract from or add to complex learning skills? a. To what extent are parents, politicians, and critics of academia demanding a return to basics in communication skills? b. What is the relationship between good writing ability and sound critical thinking? c. What is the relationship between basic skills in education and critical thinking? d. What is the relationship between a return to basic skills and the curriculum policy of institutions?

Reference: Sherman, M. J. The case against preference. Change, 1977, 9 (10), 19, 60-61.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	7c	How necessary is it for minorities to receive preference based on race to make rapid social and economic progress?
Colleges & Universities Undergraduate	7b	Will minorities make sufficient progress if colleges use color-blind procedures but accord preference to the disadvantaged of all races and ethnic origins?
Colleges & Universities Undergraduate	4f, 7c	What are the consequences for minority self-esteem and educational performance if standards for minorities are lower than for others?
Colleges & Universities Undergraduate	7b	To what extent should universities base admission primarily on grades and test scores?
Colleges & Universities Undergraduate	7b	What are the problems associated with the use of test scores to predict minority performance?
Colleges & Universities Undergraduate	7c	Are there practical alternatives to direct racial preference to increase minority admissions?
Colleges & Universities Undergraduate	7b	Would increased reliance on factors other than grades, e.g., letters of reference, affect minority admission levels?
Colleges & Universities Undergraduate	6b, 7c	What are the legal implications of using racial preference (quotas) in the admission process?
Colleges & Universities Undegraduate	6b, 7c	What are the legal implications of using alternatives to quotas?
Colleges & Universities Undergraduate	6b, 7c	What impact will the decision (pro or con quota) in the Bakke case have on the education of minorities?

Reference: Smith, V. B. The city and the campus. In J. F. Hughes (Ed.), *Education and the State*. Washington, D. C.: American Council on Education, 1975, 120-133.

Level	Issue Area	Issue
		With regard to the interface between colleges and universities and their local environment,
Community & Junior Colleges	2e, 4e, 4f	a. What is the responsibility of the institution to its students?
	10a	b. What public services can the institution provide for urban needs?
	5, 10a	c. What are appropriate research responses to urban problems?
	2	d. How should the institution act as a corporate entity in the community?
Community & Junior Colleges	10a	To what extent do colleges and universities *really* serve urban needs or demonstrate a cohesive urban commitment?
Community & Junior Colleges	2, 5, 10a	Given sufficient money so that it is not a deterrent to action, what should be the relationship of higher education to the city government in seeking to identify urban needs and demands, in setting priorities among demands, and in developing appropriate responses?
Community & Junior Colleges	10a	What is the relationship between city governments and colleges and universities?
Community & Junior Colleges	1, 2, 3	To what extent do city governments contribute directly to the operating expenses or capital expenditures of the institutions?
Community & Junior Colleges	2	To what extent should institutions accept the notion that the city government is rarely the appropriate agency for many urban activities?

Level	Issue Area	Issue
Community & Junior Colleges	2, 10a	To what extent should institutions develop a direct relationship with the city government to provide a stronger focal point for the institutions' urban involvement?
Community & Junior Colleges	2e	To what extent does today's society (particularly the urban society) require a new set of educational goals and a new structure to facilitate achieving those goals?

Reference: Solomon, L. D., & Heeter, J. S. The case for preferential hiring. Change, 1977, 9 (6), 6-7, 64.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	8f	How do affirmative action recruitment and selection methods of large universities adjust to fluctuations in the academic job market?
Colleges & Universities Undergraduate	8f, 10a	What modifications are necessary in the federal guidelines to improve the implementation of affirmative action programs in colleges and universities? a. Is there need for further clarification of the federal jurisdiction and the institutional prerogatives under the guidelines?
Colleges & Universities Undergraduate	8f	Is the criteria for the selection of preferred groups too narrowly defined?
Colleges & Universities Undergraduate	8f, 10a	Should the federal government reexamine its criteria for selecting preferred groups for its affirmative action policy?
Colleges & Universities Undergraduate	8c, 8f	How can traditional personnel policies of academic institutions be modified to reconcile changing job-market conditions with the promotion of affirmative action goals? a. What are the evaluation, promotion, and tenure procedures followed by universities and colleges? b. Are they responsive to the needs of affirmative action programs, specifically in times of a tight job market? c. Do personnel evaluation procedures and tenure policies promote job bias in favor of nonminority groups?

Reference: The Carter report on leading schools of education, law, and business. Change, 1977, 9 (2), 44-48.

Level	Issue Area	Issue
Graduate & Professional	4e	To what extent should opinions of deans and department chairpersons be used as the basis for determining the quality of academic institutions?
Graduate & Professional	4e	To what extent will ratings of institutions differ if based on a broader range of practicing scholars (or if the questions are asked differently)?
Graduate & Professional	4e, 5	To what extent are faculty research competence and educational attractiveness to students useful yardsticks for rating quality of academic institutions?
DATA ELEMENTS:		• Measures of faculty research competence (number of publications, books, citations, etc.). • Measures of attractiveness to students, accessability of faculty, curricula, innovative programs, library resources, quality of students, "effective professional" environment.
Graduate & Professional	4e, 4f	To what extent should ratings of quality of academic institutions be positively related with size (number of students)?
Graduate & Professional	4e	What are the values of national rankings of educational institutions?
Graduate & Professional	4e	How can the quality of education, law, and business schools be measured and compared?
Graduate & Professional	4e	What is the correlation between a public or a private school and quality?
Graduate & Professional		How does peer attitude affect the ranking of schools?

Reference: Trotter, V. Y. Perspectives on the direction of American education. Address to the Educational and Cultural Attaches, The Cosmos Club, Washington, D.C., January 13, 1976.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	9b, 12	To what extent have American students studying abroad and foreign students studying in American institutions of higher education contributed to future cooperation, understanding, and peace among those countries involved?
General Postsecondary	1b, 1c, 7c, 10a	To what extent has the federal government been successful in eliminating the capricious finance systems that exist in many states, particularly those systems that affect access to and choice of postsecondary education?
General Postsecondary	3e, 10a	To what extent have federal programs been successful in matching resources to needs in postsecondary education?
General Postsecondary	4b, 4e, 10a	To what extent have federal laws, rules, and regulations related to postsecondary education reduced unjustifiable discrimination in educational service offerings?
General Postsecondary	4e, 9b, 10a	How is the federal government assuring quality outputs of the educational system, particularly in the area of postsecondary education?
General Postsecondary	4e, 5b, 9b, 10a	To what extent are the federal government's efforts related to research leading to goals of equity, efficiency, and effectiveness in postsecondary education?

Reference: Turnbull, W .W., Coping with the new learning society. Community and Junior College Journal, 1977, 47(4), 14-15.

Level	Issue Area	Issue
Community & Junior Colleges	11a	What roles can the community college play in responding to the demands of a learning society?
General Postsecondary	11a, 11c	To what extent will the increased average age of the potential learners influence postsecondary education?
Colleges & Universities Undergraduate	11a, 11b	What roles will various sectors (universities and community colleges) play in recurrent education and the creation of community-centered education?
General Postsecondary	11a, 11c	To what extent has the increased average age of potential learners influenced federal policy?
General Postsecondary	10a, 11	What role should state and federal government play in recurrent education and the creation of community-centered education?

Reference: Turnbull, W. W. The new learning society. Talk presented to the Council of North Central Community and Junior Colleges, Chicago, April 1977.

Level	Issue Area	Issue
Community & Junior Colleges	2	To what extent will the community colleges be a structure and dynamic force that will play a decisive role in the development of this country as a "learning society"?
Community & Junior Colleges	7c	To what extent have community college growth and the trend toward open admissions done away with barriers to educational access?
General Postsecondary	11	To what extent have adult education, continuing education, and recurrent education grown out of the simple economics of underutilized institutions and the force of popular demand?
DATA ELEMENT:		• Identify educational brokering centers and materials provided.
General Postsecondary	2	How can inventories of community resources for learning be developed, evaluated, maintained, and communicated?
General Postsecondary	2, 4	In what ways have community elements been brought together into teaching consortia, and what are the advantages and disadvantages?
General Postsecondary	2, 4, 9	How should systematic assessments of educational needs and desires of the people in the community be conducted?
General Postsecondary	2	How can educational institutions work with employing institutions (e.g., work-study)?
General Postsecondary	11,12	To what extent will the shift in the demographic center of the population affect the demand for adult continuing education?

Level	Issue Area	Issue
General Postsecondary	4,11	To what extent will the movement toward lifelong learning affect the content and structure of traditional education?
General Postsecondary	2, 4f	To what extent will the cultural and institutional resources of a community be utilized in developing postsecondary educational institutions of the future?
General Postsecondary	2, 11	To what extent will the communiversity a) federation of the educational and cultural forces in the community) be a primary vehicle for the delivery of postsecondary educational services of the future?
General Postsecondary	2, 4, 11	Is the communiversity a viable concept in planning and formulating of alternatives for future postsecondary education?
DATA ELEMENTS:		• How does it function? • How is it coordinated around the workplace, the learner, and the institutions involved? • How does it help students acquire a clearer self-understanding and identify available educational options (e.g., guidance, educational brokering)? • What is the role of the community college in the communiversity?
General Postsecondary	11	What is the role of the community college in the development of alternative postsecondary educational institutions of the future?

Reference: Van Dyne, L. The FISL factories. Chronicle of Higher Education, 1975, 10 (19), 4-5.

Level	Issue Area	Issues
General Postsecondary	3a, 3g	To what extent has the Federally Insured Student Loan program contributed to abuses by proprietary schools?
General Postsecondary	3a, 3g	To what extent are Federally Insured Student Loan defaults to be blamed on irresponsible or high-risk students or such uncontrollable factors as a bad job market?
General Postsecondary	3a, 9c, 9d	To what extent have proprietary schools failed to prepare students for jobs or give them fair refunds if they have dropped out?
General Postsecondary	3a, 3g, 3f	To what extent are recent government efforts and regulations more punitive to students in default than to proprietary schools?

Reference: Vaughan, G.B. Consumerism and the community college. Community and Junior College Journal, 1977, 47(6), 8-10.

Level	Issue Area	Issue
Community & Junior Colleges	4b	What responsibilities should community colleges have for educating law makers, students, and the public about the philosophic base and practical reasons for new programs and approaches to instruction?
Community & Junior Colleges	9a	What steps should be taken to inform students about occupational benefits of instruction (e.g. job outlook, manpower needs)?
Community & Junior Colleges	3f	What obligations do community colleges have to veterans and other students with financial assistance to keep them fully informed about benefits?
Community & Junior Colleges	4e, 6b	What are the legal implications of the movement for educational accountability and consumerism?
DATA ELEMENTS:		• Sources of (new) pressures for student protection [federal regulation, congressional legislation, national projects, etc.] • Pending suits, past/recent court rulings • Legal issues involved: educational malpractice, due process, and equal protection
Community & Junior Colleges	2, 10a	What are the effects of consumerism on the autonomy of higher educational institutions in developing institutional policies and practices?
DATA ELEMENTS:		• Institutional policy changes as a result of recent federal/state regulations • Institutions that would be most susceptible to consumers

Reference: Watkins, B. T. Certification of professionals: A bonanza for extension programs. Chronicle of Higher Education, 1977, 14 (7), 8.

Level	Issue Area	Issue
General Postsecondary	11d	What impact has the increased demand by professional associations, licensing bodies, and business for relicensing and certification had on: a. The competition between college extension divisions and professional associations, business, and government agencies to meet continuing education requirements? b. The quality of extension and continuing education?
General Postsecondary	11d	What will be the trends in continuing education in the future, in terms of professions and occupations participating, number of students, and types of programs?
General Postsecondary	4e, 11b, 11d	How can professional associations that are directing continuing education programs cooperate with universities to improve educational practices?
General Postsecondary	4b, 8	How do institutional rules on faculty overload and restrictions on funds keep universities from competing for the time of their own faculty members for teaching continuing education courses?
General Postsecondary	2d, 4e	To what extent will some form of accreditation improve the quality of continuing education programs?

References: Webb, L.G. God and Mammon at Brigham Young University, Change, 1977, 9 (5), 38-41.

Marema, L. God and Mammon at Wheaton College, Change, 1977, 9 (5), 38-39, 41-42.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	8e	To what extent does the federal government represent a threat to academic freedom?
Colleges & Universities Undergraduate	1b, 3a, 10a	To what extent does federal funding of students and programs in a private university imply that the federal government can impose regulation, e.g. Title IX?
Colleges & Universities Undergraduate	6b	To what extent does the U.S. Constitution offer a basis for protection of education from government interference?
Colleges & Universities Undergraduate	10a	To what extent does federal regulation threaten to secularize private church-affiliated institutions?
Colleges & Universities Undergraduate	1b, e, 10a	To what extent does Title IX infringe upon religious freedom in private church-affiliated institutions?
Colleges & Universities Undergraduate	1b, e, 10a	To what extent are federal regulations, reporting requirements, and mandated programs pricing private education out of the market?
Colleges & Universities Undergraduate	6b, 7c, 10a	To what extent does the IRS ruling requiring a set quota of minority students clash with the First Amendment guarantees of free exercise of religion at a private church-affiliated institution?
Colleges & Universities Undergraduate	2e	What is the proper role for the university in today's society?
Colleges & Universities Undergraduate	6b	How have federal regulations burdened private universities with paperwork?

Reference: Wenc, L. M. The role of financial aid in attrition and retention. College Board Review, Summer 1977, (104), 17-21.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	4d	What are the social, economic, and institutional variables that influence student retention and withdrawal? a. Academic failure b. Poor match between student and institution or program c. Lack of money d. Motivational climate of the family
Colleges & Universities Undergraduate	3g, 4d	How are loan default rates influenced by attrition and retention?
Colleges & Universities Undergraduate	1d, 1f, 4d, 9	What is the financial loss to an institution when a student drops out?
Colleges & Universities Undergraduate	4d, 4f	What institutional factors account for the variations in attrition rates between public and private institutions?
Colleges & Universities Undergraduate	4, 4d	What are the implications of student attrition rates for institutional policy regarding curriculum and process?
Colleges & Universities Undergraduate	3a, 3b, 3c, 4d	What are the implications of student attrition rates for student aid programs?
Colleges & Universities Undergraduate	4d	What would be the impact of expanding student employment programs on attrition rates?
DATA ELEMENTS:		What are the student attrition rates at public vs. private institutions?

Reference: Wharton, C. R., Jr. Remarks on community colleges. Paper presented at the Legislative Workshop--Association of Boards and Councils of Two-Year Colleges, Albany, N.Y., March 1, 1978.

Level	Issue Area	Issue
Community & Junion Colleges	2, 9a, 9b, 9c, 9d	To what extent do the public two-year community colleges of this country contribute to economic growth, full equality for all people, and developing each individual's sense of hope and worth through education?
Community & Junior Colleges	4, 9, 11	What is the significance of the emergence of community colleges in this country?
Community & Junior Colleges	9a, 9b, 11	To what extent have community colleges provided a living bridge of people between learning and labor?
Community & Junior Colleges	1d, 2, 4, 7, 9, 11a, 11b	To what extent have community colleges: a. provided educational opportunity for all qualified? b. been responsive to local needs? c. kept costs down and enabled children from the poorest families to rise our of poverty? d. provided comprehensive education programs? e. been the leaders in continuing education?
Community & Junior Colleges	1c, 3b	To what extent are states equitable in their financial support of community colleges? To what extent do some social programs get more than education?

Reference: White, E. M. Four issues for faculty in equivalency testing. College Board Review, 1976 (101), 25-29.

Level	Issue Area	Issues
Colleges & Universities Undergraduate	4a, 4b	To what extent should higher education institutions award college credit based on demonstrated college-level abilities rather then requiring classroom experience?
Colleges & Universities Undergraduate	4b	What limits should be placed on the amount of credit obtainable without classroom experience?
Colleges & Universities Undergraduate	4	How should evaluation instruments for credit by examination be developed?
Colleges & Universities Undergraduate	10a	What are the advantages of systemwide evaluation versus local evaluation?
Colleges & Universities Undergraduate	4b	To what extent should institutions facilitate transferability of equivalency credit?
Colleges & Universities Undergraduate	4	To what extent does acceptance of credit from a systemwide evaluation instrument affect the local curriculum?
Colleges & Universities Undergraduate	4b	To what extent will providing equivalency credit change course loads of students?
Colleges & Universities Undergraduate	2, 4b, 8	To what extent will faculty time be required in developing and maintaining a credit-by-examination system?
Colleges & Universities Undergraduate	8c	To what extent are faculty jobs affected as a result of credit awarded on the basis of examinations?

Reference: Winkler, K. J. Brigham Young University challenges parts of bias law. Chronicle of Higher Education, 1975, 11 (7), 1, 10.

Level	Issue Area	Issues
Colleges & Universities Undergraduate	1a, 6b, 10a	To what extent should the government force religious-based universities to comply with Title IX?

Reference: Winkler, K. Proliferating federal regulation: Is government now "the enemy"? Chronicle of Higher Education, 1976, 13 (15), 3.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	1b, 10a	How costly and intrusive on the internal workings of colleges and universities are federal regulations?
Colleges & Universities Undergraduate	1b, 10a	To what extent do colleges and universities view the federal government as an adversary?
Colleges & Universities Undergraduate	1b, 10a	How adequate are administrative subsidies to cover costs to comply with federal legislation?
Colleges & Universities Undergraduate	1b, 10a	To what extent have the problems with implementing the federal regulations been a result of badly written laws and/or regulations?
Colleges & Universities Undergraduate	1b, 6b, 10a	To what extent does the federal government have the right to regulate institutions?
Colleges & Universities Undergraduate	10a	To what extent should the public be included in the regulation-writing process?
Colleges & Universities Undergraduate	10a	To what extent do different federal agencies have overlapping and/or contradictory regulations?
Colleges & Universities Undergraduate	10a	To what extent are the complaints about regulations by colleges and universities a smoke screen to mask the fact that they do not want to comply?

Reference: Winkler, K. J. State's power to close Ph.D. programs is upheld by a New York court. Chronicle of Higher Education, 1977, 13 (20), 10.

Level	Issue Area	Issue
Graduate & Professional	6b, 10a	How much autonomy does a large public educational institution have in academic matters such as registering or closing Ph.D. programs?

Reference: Wirtz, W. The new economics. Change, 1977, 9 (8), 6-7.

Level	Issue Area	Issue
General Postsecondary	9a	How can a bridge be built between the worlds of education and employment by the federal government?
General Postsecondary	10a	To what extent should higher education admission policies be federally controlled and based on manpower needs?
General Postsecondary	11d	How can the expansion of continuing education programs alleviate the unemployment problem?
General Postsecondary	11	How can the current lockstep education system be altered to encourage lifelong learning?

Reference: York, E. T. Building statewide support for higher education: A case study. Remarks presented at the 17th annual meeting of the American Association of State Colleges and Universities, Orlando, Florida, December 5, 1977.

Level	Issue Area	Issue
Colleges & Universities Undergraduate	2, 9a, 10a	To what extent are negative attitudes of public and state legislators toward higher education caused by a. belief that educational resources are not being used efficiently (e.g., wasteful practice, overfunding, deficient management practice, top-heavy administration)? b. belief that too many people are going to college and that many people with college degrees are underemployed?
Colleges & Universities Undergraduate	2, 10a	To what extent should state higher education institutions become more administratively efficient by a. working with agencies of the state and federal governments to decrease the campus administrative workload required by legislation? b. increasing summer enrollments? c. reducing unnecessary internal bureaucracy? d. reducing the cost of educating students by accelerating educational processes? e. defining statewide needs, assigning responsibilities to specific universities, and minimizing duplication and overlapping programs?
Colleges & Universities Undergraduate	2	How should the general public and legislative and governmental bodies be kept informed of higher education issues by the state institutions (e.g., advisory committees including citizens, media coverage, alumni groups, stewardship reports)?

DATA ELEMENTS:

- Comprehensive studies--cost per credit hour by level and discipline, and cost per major by level and discipline
- Information on statewide management systems
- How is statewide planning done? Public institutions only? Public and private?

Reference: Zuger, A. Veterans of the bargaining table. Change, 1977, 9 (9), 52-53.

Level	Issue Area	Issue
Community & Junior Colleges	8d	What is the role of part-time faculty in the collective bargaining movement? a. To what extent has the advent of part-time community college instructors been the impetus for unionization? b. To what extent are part-time instructors receiving adequate salaries and benefits? c. To what extent should part-time faculty be permitted into community college collective bargaining units?
DATA ELEMENTS:		• Data on salaries and benefits, part-time and full-time; trends before and after unionization
Community & Junior Colleges	2b, 4e, 8d	What are the advantages and disadvantages of collective bargaining to: a. the institution (e.g., slowing down president's decision-making processes, limiting innovations to be introduced, putting strain on faculty members) b. faculty (making grievances easier to handle, making president aware of grievances) c. the student (improvement in instruction, etc.)
Community & Junior Colleges	8d, 10a	To what extent can collective bargaining be used to strengthen the community college relative to the other state institutions of higher education?
DATA ELEMENTS:		• Participation in various bargaining associations by type of institution, participation within institutions, trends in salaries and benefits before and after bargaining
Community & Junior Colleges	8c	To what extent does the nature of a postsecondary institution influence attitudes of faculty toward collective bargaining or unionization? To what extent does the nature of the postsecondary institution influence the type of collective bargaining unit used?

APPENDIX I

ISSUE STATEMENTS BY SUB-ISSUE AREA AND LEVEL

ISSUE AREA

1. INSTITUTIONAL FINANCE

Level: General Postsecondary

General Postsecondary	1, 11	To what extent can nontraditional education serve as a vehicle for equal educational opportunity in a time of shrinking financial resources?
DATA ELEMENTS:		o What community resources are available to alternative educational programs?
General Postsecondary	1, 6	To what extent will legal expenses for colleges and universities continue to rise? a. Can in-house legal offices stem rising costs?
General Postsecondary	1, 2, 11	To what extent do consortia use funds more economically and enhance educational diversity and flexibility?
General Postsecondary	1	How will the communiversity be financed? How will the method of finance influence its salvation or downfall?
General Postsecondary	1, 2, 4	How will the communiversity differ from traditional institutions?
General Postsecondary	1	What type of funding will be available to the new communiversity?

ISSUE AREA

1. INSTITUTIONAL FINANCE

Level: Community and Junior Colleges

Community & Junior Colleges	1, 2a, 4b, 8	To what extent are changes in governance, programs, and finance of community colleges over the next few decades likely to impact on the kinds of faculty members in the following categories: a. current high school model teachers? b. full-time, highly paid program managers with a corps of paraprofessionals or technicians? c. 40-hour-a-week instructors? d. part-time teachers, hired on demand?
Community & Junior Colleges	1, 2, 10a	Is there public support for the establishment of comprehensive, community education programs utilizing public facilities as community centers?
DATA ELEMENTS:		o Is there legislative support for the concept of community-based, performance-oriented education?
Community & Junior Colleges	1, 2	Why has the expansion of American higher education been so heavily concentrated in community colleges?
Community & Junior Colleges	1	To what extent have community and junior colleges resulted in less expensive educational opportunities?
Community & Junior Colleges	1, 2, 3	To what extent do city governments contribute directly to the operating expenses or capital expenditures of the institutions?

ISSUE AREA

1. INSTITUTIONAL FINANCE

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1	To what extent would diversity in funding of higher education encourage the maintenance of quality and higher culture through the mechanism of freer student choice?
Colleges & Universities Undergraduate	1, 4e	What can private colleges do better than public institutions?
Colleges & Universities Undergraduate	1	What are the relationships between multiple sources of support (through tuition, grants carried with students, private philanthrophy, multiple sources of research) and institutional autonomy?
Colleges & Universities Undergraduate	1, 2f, 4, 7a	What changes in programs and recruitment are necessary for black colleges to survive this period of declining enrollments and persistent charges of inferiority?
Colleges & Universities Undergraduate	1	How would an increased use of bilateral approach to obtaining funds for community colleges improve funding possibilities?

DATA ELEMENTS:

- o Examples of what constitutes a bilateral approach.
- o Case study where such an approach has proven viable.

ISSUE AREA

1. INSTITUTIONAL FINANCE

Level: Graduate and Professional

Graduate Professional	1	To what extent will "territorial education monopolies" be caused by the scarcity of resources in higher education? How is this related to establishment of public institutions near existing private institutions?

ISSUE AREA

1. INSTITUTIONAL FINANCE

a. Endowments

Level: General Postsecondary

General Postsecondary	1a, 11	What are the appropriate strategies to make state support possible?
General Postsecondary	1a, 11	To what extent should states support nontraditional education efforts and collect information on nontraditional efforts and funding sources?

ISSUE AREA

1. INSTITUTIONAL FINANCE

a. Endowments

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1a, 7b	What control should a university president have on the admission process?
Colleges & Universities Undergraduate	1a, 7b, 7c	To what extent should admission decisions be based on special considerations, e.g. alumni children, minority students, athletics, and gift givers?
DATA ELEMENTS:		o Are special admisssion categories used and how extensively and what are they?
Colleges & Universities Undergraduate	1a	How can higher education elicit financial support from business and industry?
Colleges & Universities Undergraduates	1a, 2c	How is a college endowment funding plan likely to help avert the loss of financially plagued but needed colleges?
Colleges & Universities Undergraduates	1a, 6b, 10a	To what extent should the government force religious-based universities to comply with Title IX?
Colleges & Universities Undergraduate	1a, 10a	How would the federal government and other governmental units benefit from a well established college endowment funding plan?

ISSUE AREA

1. INSTITUTIONAL FINANCE

b. Federal Aid

Level: General Postsecondary

General Postsecondary	1b, 10a	To what extent have state vocational educational boards understated the amount of federal aid to be allocated to postsecondary and adult programs?
General Postsecondary	1b, 10a	To what extent have statewide systems of education been denied participation in the development of state plans for vocational education?
General Postsecondary	1b, 10a	To what extent are state vocational education boards' procedures and plans within the intent of new federal amendments?
General Postsecondary	1b, 2b, 10a	To what extent would state veto power over federal higher education funds have a serious impact on publicly supported higher education (in terms of autonomy from state control)?
General Postsecondary	1b, 6, 10a	What control over federal funding of colleges and universities should state legislators have?
General Postsecondary	1b, 6, 10a	To what extent does the state have the legal authority to appropriate federal funds for postsecondary education?
General Postsecondary	1b, 8c, 10a	To what extent is unrestricted federal institutional aid apart from Title IV appropriate for the federal government? Would this result in unwarranted federal intrusion into the life of each institution?
General Postsecondary	1b, 10a	To what extent will community colleges benefit more than vocational/technical schools, private colleges, four-year state colleges, or state universities from the federal priority on occupational education?
General Postsecondary	1b	To what extent does the federal government assist colleges and universities of cities with severe financial crisis?

1. INSTITUTIONAL FINANCE

b. Federal Aid

Level: General Postsecondary

General Postsecondary	1b, 6b, 10	What should be the relationship between the federal government's financial obligations and insitutions' financial obligations in desegregation efforts?
General Postsecondary	1b, 1c, 7c, 10a	To what extent has the federal government been successful in eliminating the capricious finance systems existing in many states, particularly those systems that affect access to and choice of postsecondary education?
General Postsecondary	1b, 1c, 10a	To what extent is unrestricted institutional aid a state rather than a federal responsibility?

ISSUE AREA

1. INSTITUTIONAL FINANCE

b. Federal Aid

Level: Community and Junior Colleges

Community & Junior Colleges	1b, 1c, 2, 10a	To what extent does greater state funding of public community colleges lead to an increase of state control over the institutions?
DATA ELEMENTS:		o What administrative and policy areas are affected by the qualifications or limitations of state funding legislation?
Community & Junior Colleges	1b, 10a, 11b	To what extent would community colleges benefit from federal support for occupational education?

ISSUE AREA

1. INSTITUTIONAL FINANCE

b. Federal Aid

Level: Vocational/Technical

Vocational Technical	1b	To what extent can federal appropriations for vocational education be increased by vocational educators expressing a desire and capacity to serve all persons who need services?
Vocational Technical	1b, 1c, 10a, 10b	How can legislation that gives the small business manager a tax break for working with someone in a cooperative school work program be promoted?
Vocational Technical	1b	What will be the effect on vocational education be of decreasing federal participation?

ISSUE AREA

1. INSTITUTIONAL FINANCE

b. Federal Aid

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1b, 3a, 10a	Through what methods and channels can the federal government provide long-term financial assistance in addition to short-term contracts and grants for higher education?
Colleges & Universities Undergraduate	1b, 2, 10a	To what degree should colleges and universities be held accountable for federal funds received?
Colleges & Universities Undergraduate	1b, 1f, 10a	To what extent would reduction of federal funds to institutions of higher education put those institutions in deeper financial trouble?
Colleges & Universities Undergraduates	1b, 1e, 3a, 10a	To what extent should the federal government use tax money as a means of supporting private institutions of higher learning and the students who attend them?
Colleges & Universities Undergraduate	1b, 2, 10a	To what degree should colleges and universities be held accountable for federal funds received?
Colleges & Universities Undergraduates	1b, 1c	What priority should higher education be assigned in the allocation of scarce public resources?
Colleges & Universities Undergraduates	1b, 10a	To what extent is the government responsible for helping institutions comply with Section 504?
Colleges & Universities Undergraduates	1b, 1c, 1e, 6a, 10a	How far should the federal government and states be able to go in imposing conditions on the acceptance of public funds by non-sectarian private educational institutions?
Colleges Universities Undergraduate	1b, 10a	What are the proper limits of government "interference" with regard to accountability?

1. INSTITUTIONAL FINANCE

b. Federal Aid

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1b, 1e, 10a	How can the rising level of federal support to private colleges be balanced with lowering the level of federal interference?
Colleges & Universities Undergraduate	1b, 1c, 1f, 10a	To what extent will states, the federal government, and foundations increase or decrease their funds for private as well as public higher education?
Colleges & Universities Undergraduate	1b, 1e, 10a	To what extent does Title IX infringe upon religious freedom in private church-affiliated institutions?
Colleges & Universities Undergraduate	1b, 1e, 10a	To what extent are federal regulations, reporting requirements, and mandated programs pricing private education out of the market?
Colleges & Universities Undergraduate	1b, 10a	To what extent has federal funding of higher education been capricious, as in the case of capitation grants for the health sciences?
Colleges & Universities Undergraduate	1b, 3a, 10a	To what extent does federal funding of students and programs in a private university imply that the federal government can impose regulation, e.g., Title IX?
Colleges & Universities Undergraduate	1b, 1c, 1e, 1f	What is the relationship between the availability of public funds and the continued survival of private colleges and universities?
Colleges & Universities Undergraduate	1b, 6b, 10a	To what extent does the federal government have the right to regulate institutions?
Colleges & Universities Undergraduate	1b, 1c, 10a	To what extent do private colleges lose autonomy if they place heavy reliance on any one source of income, public funding in particular?
Colleges & Universities Undergraduate	1b, 1e, 10a	How could necessary accountability stemming from substantial tax support destroy the independence of private institutions? Does this effect vary depending on whether the institution is a college or university?

1. INSTITUTIONAL FINANCE
    b. Federal Aid
Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1b, 2, 4	What is the effect of federal aid on the governance, management, curriculum, and mission of private institutions?
Colleges & Universities Undergraduate	1b, 1d, 1e	How can the federal government address the problems faced by private institutions because of the tuition differential with public institutions?
Colleges & Universities Undergraduates	1b, 3a	What would be the impact of cutting off federal funds to private universities?
Colleges & Universities Undergraduate	1b, 5a	To what extent would a cutback (or less than inflation increase) in federal funding to support research and development at the nation's colleges and universities affect these institutions?
DATA ELEMENTS:		o Solid budget figures for federal expenditures for prior years and planned or estimated future expenditures.
Colleges & Universities Undergraduate	1b	What are the advantages/disadvantages of collective consortiums of community colleges with respect to obtaining federal funds?
Colleges & Universities Undergradate	1b, 7	To what extent are higher tuition and costs in public institutions a factor in declining enrollments?
Colleges & Universities Undergraduate	1b, 10a	To what extent have federal policies to help rescue private colleges from fiscal failure adversely affected public institutions?
Colleges & Universities Undergraduate	1b, 10a	To what extent do colleges and universities view the federal government as an adversary?
Colleges & Universities Undergraduate	1b, 10a	How adequate are administrative subsidies to cover costs to comply with federal legislation?

1. INSTITUTIONAL FINANCE
    b. Federal Aid
Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1b, 10a	To what extent have the problems with implementing the federal regulations been a result of badly written laws and/or regulations
Colleges & Universities Undergraduate	1b, 10a	How costly and intrusive on the internal workings of colleges and universities are federal regulations?
Colleges & Universities Undergraduate	1b, 4c, 9a 10a	To what extent should the federal government provide funding to colleges and universities for expansion of career counseling services?

ISSUE AREA

1. INSTITUTIONAL FINANCE

b. Federal Aid

Level: Graduate and Professional

Graduate & Professional	1b, 10a	What is the overall pattern of relationships between graduate education and the federal government? a. What are the effects of the various federal policies on graduate education? b. How is interagency coordination affected at the federal level for policies regarding graduate schools?
Graduate & Professional	1b, 1c	How will the movement for accountability in secondary schools affect federal support of graduate and professional study? (Subissue of issue above.)
Graduate & Professional	1b, 1f, 10a	To what extent will setting a priority on consistent and even federal policy in terms of graduate education improve the health of graduate schools?
Graduate & Professional	1b, 6, 7	To what extent is federal funding of minority programs in PhD institutions discrimination against black graduate schools?
Graduate & Professional	1b, 4	How will federal financial support for increasing graduate opportunities for minority students affect black graduate schools?
Graduate & Professional	1b, 10a	How can black deans influence federal action to support the progress and development of minority instructions of higher education?

ISSUE AREA

1. INSTITUTIONAL FINANCE

c. State Aid

Level: General Postsecondary

General Postsecondary	1c	To what extent is elementary and secondary education competing with postsecondary education for state funds?
General Postsecondary	1b, 1c, 10a	To what extent is unrestricted institutional aid a state rather than a federal responsibility?
General Postsecondary	1b, 1c, 7c, 10a	To what extent has the federal government been successful in eliminating the capricious finance systems existing in many states, particularly those systems that affect access to and choice of postsecondary education?
General Postsecondary	1c, 1e	To what extent should states reinforce independent institutions, include them in resource analysis, and/or provide direct or indirect aid?
General Postsecondary	1c	To what extent has higher education lost its priority status in competition for state funds?
General Postsecondary	1c, 1e, 10a	To what extent should states support private higher education institutions?
General Postsecondary	1d, 1c	How can a balance be achieved between tuition and adequate legislative appropriations to deescalate rising tuition and costs?
General Postsecondary	1c	To what extent should manpower consideration determine the areas in which state funds for postsecondary education should be spent? a. Are too many college graduates being produced? b. Should more be invested in vocational and occupational education areas?
General Postsecondary	1c	To what extent are states spending money on duplicate educational opportunities within the state?

ISSUE AREA

1. INSTITUTIONAL FINANCE

c. State Aid

Level: Community and Junior Colleges

Community & Junior Colleges	1b, 1c, 2, 10a	To what extent does greater state funding of public community colleges lead to an increase of state control over the institutions?
DATA ELEMENTS:		o What administrative and policy areas are affected by the qualifications or limitations of state funding legislation?
Community & Junior Colleges	1c, 3b	To what extent are states equitable in their financial support of community colleges? To what extent do some social programs get more than education?

ISSUE AREA

1. INSTITUTIONAL FINANCE

c. State Aid

Level: Vocational/Technical

Vocational Technical	1b, 1c, 10a, 10b	How can legislation that gives the small business manager a tax break for working with someone in a cooperative school work program be promoted?

ISSUE AREA

1. INSTITUTIONAL FINANCE

c. State Aid

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1b, 1c, 1f, 10a	To what extent will states, the federal government, and foundations increase or decrease their funds for private as well as public higher education?
College & Universities Undergraduate	1c, 3g	What type of government financial aid programs are necessary to maintain equality of access while not sacrificing the needs of one group to satisfy the needs of another?
College & Universities Undergraduate	1c, 6b	How is state aid to private universities sometimes hindered by state constitutions?
College & Universities Undergraduate	1b, 1c	What priority should higher education be assigned in the allocation of scarce public resources?
College & Universities Undergraduate	1c, 1e	What are the financial benefits of private higher education to the states and subsequently the taxpayer?
College & Universities Undergraduate	1c	Have states provided private institutions with an adequate level of financial support?
College & Universities Undergraduate	1c, 3b	What are the considerations involved in state aid to higher education?
College & Universities Undergraduate	1c, 1e, 3a, 7a, 10a	To what extent has federal support to the private sector influenced undergraduate and graduate programs in public universitites?
College & Universities Undergraduate	1b, 1c, 1e, 1f	What is the relationship between the availability of public funds and the continued survival of private colleges and universities?
College & Universities Undergraduate	1b, 1c, 1e, 6a, 10a	How far should the federal government and states be able to go in imposing conditions on the acceptance of public funds by non-sectarian private educational institutions?
College & Universities Undergraduate	1c, 1e	If states maintain a strong private sector, what policies and support programs will be most effective in achieving states' objectives?

1. INSTITUTIONAL FINANCE
    c. State Aid
Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1b, 1c 10a	To what extent do private colleges lose autonomy if they place heavy reliance on any one source of income, public funding in particular?

ISSUE AREA

1. INSTITUTIONAL FINANCE

c. State Aid

Level: Graduate and Professional

Graduate & Professional	1b, 1c	How will the movement for accountability in secondary schools affect federal support of graduate and professional study?
Graduate & Professional	1c, 4, 4b 10a	What effect will state governing boards moving to end duplication of graduate programs have on black graduate schools?

ISSUE AREA

1. INSTITUTIONAL FINANCE

d. Basic Student Charges

Level: General Postsecondary

General Postsecondary	1d, 2f, 7a, 12B	To what extent are tuition increases responsible for: a. decrease in enrollment growth at colleges and universities? b. lower percentage of high school students going to college? c. decrease in students from middle class and working class families ($7,500-$15,000/yr) going to college? d. decrease in rural and small-town college enrollment? e. increase in numbers of part-time and commuting students?
General Postsecondary	1d, 1c	How can a balance be achieved between tuition and adequate legislative appropriations to deescalate rising tuition and costs?
General Postsecondary	1d, 1f, 8d	To what extent does fiscal crisis affect traditional bargaining positions of teacher unions?
General Postsecondary	1d, 10a	To what extent is tuition an issue of state rather than federal policy?
General Postsecondary	1d, 2f	How well will enrollment driven budget formulas, which worked well in times of expansion, work in periods of contraction?

ISSUE AREA

1. INSTITUTIONAL FINANCE

d. Basic Student Charges

Level: Community and Junior Colleges

Community & Junior Colleges	1d, 2, 4, 7, 9, 11a, 11b	To what extent have community colleges: a. provided educational opportunity for all qualified? b. been responsive to local needs? c. kept costs down and enabled children from the poorest families to rise out of poverty? d. provided comprehensive education programs? e. been the leaders in continuing education?

ISSUE AREA

1. INSTITUTIONAL FINANCE

d. Basic Student Charges

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1d, 1f, 3c, 4b, 8, 12	How do financial troubles of the colleges affect students (in terms of raised tuition, lower student aid, reduction of student-backed programs and reforms, and layoffs of popular faculty members)?
Colleges & Universities Undergraduate	1d, 12a	To what extent are public-college tuition costs likely to remain stable, considering an inflationary economy?
Colleges & Universities Undergraduate	1b, 1d, 1e	How can the federal government address the problems faced by private institutions because of the tuition differential with public institutions?
Colleges & Universities Undergraduate	1d, 1f	What would be the effects of altering current tuition charges to better reflect the costs of various educational programs? Will the burden of cost revision fall disproportionately on low-income students?
Colleges & Universities Undergraduate	1d, 1f, 4d, 9	What is the financial loss to an institution when a student drops out?
Colleges & Universities Undergraduate	1d, 1f, 3c, 4b, 8, 12	To what extent are minority students disproportionally affected by financial troubles of colleges?
Colleges & Universities Undergraduate	1d, 1e 1f	How will public and private higher education respond to the problems of inflation (e.g., increased costs, increased tuition)?

ISSUE AREA

1. INSTITUTIONAL FINANCE

d. Basic Student Charges

Level: Graduate and Professional

Graduate & Professional	1d, 1f, 8	To what extent should faculty and students bear the brunt of financial difficulties of black medical schools?

ISSUE AREA

1. INSTITUTIONAL FINANCE

e. Public vs. Private

Level: General Postsecondary

General Postsecondary	1e, 1f	To what extent should public funds be going to private institutions?
General Postsecondary	1e, 10a	To what extent does the existence of a strong private sector provide a check on state and federal government controls?
General Postsecondary	1c, 1e	To what extent should states reinforce independent institutions, include them in resource analysis, and/or provide direct or indirect aid?
General Postsecondary	1e, 1f, 8b	What would be the financial implication for colleges and universities of raising the retirement age from 65 to 70? To what extent will this impact differ for public and private institutions?
General Postsecondary	1c, 1e, 10a	To what extent should states support private higher education institutions?
General Postsecondary	1e, 4b	Do private colleges lead the way to innovations or are they guardians of the status quo?

ISSUE AREA

1. INSTITUTIONAL FINANCE

e. Public vs. Private

Level: Community and Junior Colleges

Community & Junior Colleges	1e, 2f, 4b	To what extent are contractual arrangements between community colleges and proprietary schools going to expand? Would these kinds of arrangements change the financial assistance from state and local governments?

ISSUE AREA

1. INSTITUTIONAL FINANCE

e. Public vs. Private

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1b, 1e, 10a	How can the rising level of federal support to private colleges be balanced with lowering the level of federal interference?
Colleges & Universities Undergraduate	1c, 1e	What are the financial benefits of private higher education to the states and subsequently the taxpayer?
Colleges & Universities Undergraduate	1d, 1e, 1f	How will public and private higher education respond to the problems of inflation (e.g., increased costs, increased tuition)?
Colleges & Universities Undergraduate	1b, 1c, 1e, 1f	What is the relationship between the availability of public funds and the continued survival of private colleges and universities?
Colleges & Universities Undergraduate	1e, 7	How can mass access to higher education identify new talent for the elite sector?
Colleges & Universities Undergraduate	1b, 1e, 3a, 10a	To what extent should the federal government use tax money as a means of supporting private institutions of higher learning and the students who attend them.
Colleges & Universities Undergraduate	1c, 1e	If states maintain a strong private sector, what policies and support programs will be most effective in achieving states' objectives?
Colleges & Universities UUndergraduate	1b, 1c, 1e, 6a, 10a	How far should the federal government and states be able to go in imposing conditions on the acceptance of public funds by non-sectarian private educational institutions?
Colleges & Universities Undergraduate	1e, 4e	What are the advantages of maintaining the private university sector in terms of quality education?

1. INSTITUTIONAL FINANCE
    e. Public vs. Private
Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1e, 2f, 10a	To what extent can the adoption of principles governing the relationship between the federal government and universities lessen the tensions arising from competition for enrollments?
Colleges & Universities Undergraduate	1b, 1e, 10a	To what extent does Title IX infringe upon religious freedom in private church-affiliated institutions?
Colleges & Universities Undergraduate	1b, 1e, 10a	To what extent are federal regulations, reporting requirements, and mandated programs pricing private education out of the market?
Colleges & Universities Undergraduate	1e, 1f, 2f	What will be the effect of increasing competition for students (both traditional and nontraditional) in public and private colleges?
Colleges & Universities Undergraduate	1e	To what extent would the virtual disappearance of private colleges be a national calamity?
Colleges & Universities Undergraduate	1e	To what extent is public higher education attracting students from the less prestigious private institutions?
Colleges & Universities Undergraduate	1e	What are the educational implications of the trend of declining relative size of the private higher education sector?
Colleges & Universities Undergraduate	1b, 1d, 1e	How can the federal government address the problems faced by private institutions because of the tuition differential with public institutions?
Colleges & Universities Undergraduate	1e, 2f	What are the implications of public universities substantial growth at the expense of private universities?
Colleges & Universities Undergraduate	1c, 1e, 3a, 7a, 10a	To what extent has federal support to the private sector influenced undergraduate and graduate programs in public universities?

1. INSTITUTIONAL FINANCE
e. Public vs. Private
Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1e	How have the following influenced elite, private higher education? a. Transition from elite to mass access to universal education? b. The politicization of higher education? c. The submergence of higher education under more external social control?
Colleges & Universities Undergraduate	1e, 1f, 2c	To what extent have private universities and colleges become more active in their search for public support?
Colleges & Universities Undergraduate	1e	How have increased costs influenced the importance and quality of private higher education?
Colleges & Universities Undergraduate	1e	Where should private higher education be placed in terms of priorities?
Colleges & Universities Undergraduate	1e	What is the public interest in preserving private higher education in America?
Colleges & Universities Undergraduate	1e	How would higher education be diminished if the number of private colleges and unversities was reduced?
Colleges & Universities Undergraduate	1e, 4b, 9d	What is the impact of private higher education on the development of special educational programs that contribute to diversity of educational opportunities?
Colleges & Universities Undergraduate	1e	What has been the effect on private universities of the tuition differential between public and private universities?
Colleges & Universities Undergraduate	1e	What influence do private institutions have on opening access to students some of which may be from low income backgrounds?
Colleges & Universities Undergraduate	1b, 1e, 10a	How could necessary accountability stemming from substantial tax support destroy the independence of private institutions? Does this effect vary depending on whether the institution is a college or university?

1. INSTITUTIONAL FINANCE
e. Public vs. Private
Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1e, 1f, 2a, 4e, 10	To what extent have public policies doomed some institutions to weakness in spite of being well-managed and educationally effective?
Colleges & Universities Undergraduate	1e, 10b	How effectively can private education interests be represented in Washington, D.C. by organizations representing both public and private concerns?
Colleges & Universities Undergraduate	1e, 1f, 3, 10	What are the public policies regarding the pattern of support for higher education for which public and private institutions differ?
Colleges & Universities Undergraduate	1e, 1f, 10a	To what extent does private higher education need to build its public image in order to relieve financial difficulties?

ISSUE AREA

1. INSTITUTIONAL FINANCE

e. Public vs. Private

Level: Graduate and Professional

Graduate & Professional	1e, 10a	To what extent can the state set standards for private school graduate programs as well as public school programs?

ISSUE AREA

1. INSTITUTIONAL FINANCE

f. Health of Institutions

Level: General Postsecondary

General Postsecondary	1f, 11	During periods of fiscal austerity, what are the advantages and disadvantages of nontraditional learning programs?
General Postsecondary	1f, 2	To what extent will a parallel collegiate system for servicepersons operated by the military, place a financial and academic burden on existing institutions of higher education?
General Postsecondary	1e, 1f	To what extent should public funds be going to private institutions?
General Postsecondary	1d, 1f, 8d	To what extent does fiscal crisis affect traditional bargaining positions of teacher unions?
General Postsecondary	1f	How will the economies realized by nontraditional programs facilitate their acceptance by traditional institutions?
General Postsecondary	1e, 1f, 8b	What would be the financial implication for colleges and universities of raising the retirement age from 65 to 70? To what extent will this impact differ for public and private institutions?
General Postsecondary	1f	To what extent is the communiversity a threat to the current institutions of higher education?

ISSUE AREA

1. INSTITUTIONAL FINANCE

f. Health of Institutions

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1f, 4b	To what extent will the development of programs uniting liberal education and vocational increase the survival opportunity of colleges?
Colleges & Universities Undergraduate	1f, 4e, 8a	To what extent is the financial condition of higher education going to result in an older and "static faculty" and therefore decrease the institutions' ability to accommodate to change?
Colleges & Universities Undergraduate	1f, 8b, 10a	To what extent have social security payments by institutions been a sufficiently large expenditure that resources were found to be insufficient?
Colleges & Universities Undergraduate	1b, 1c, 1e, 1f	What is the relationship between the availability of public funds and the continued survival of private colleges and universities?
Colleges & Universities Undergraduate	1f	What are the implications of the trend away from single sex colleges?
Colleges & Universities Undergraduate	1f, 10a	To what degree have shrinking resources intensified competition among different types of higher education institutions?
Colleges & Universities Undergraduate	1f	Why is a steady level of financial support necessary to maintain private institutions' quality?
Colleges & Universities Undergraduate	1e, 1f, 2c	To what extent have private universities and colleges become more active in their search for public support?
Colleges & Universities Undergraduate	1e, 1f, 2f	What will be the effect of increasing competition for student (both traditional and nontraditional) in public and private colleges?
Colleges & Universities Undergraduate	1b, 1f, 10a	To what extent would reduction of federal funds to institutions of higher education put those institutions in deeper financial trouble?

1. INSTITUTIONAL FINANCE

f. Health of Institutions

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1b, 1c, 1f, 10a	To what extent will states, the federal government, and foundations increase or decrease their funds for private as well as public higher education?
Colleges & Universities Undergraduate	1f, 2b, 2e	If such competition has indeed intensified, to what extent has this reduced higher education's ability to achieve its larger purposes and common goals?
Colleges & Universities Undergraduate	1f, 2e	To what extent is there a "higher education community" commitment to recipients of both public and private support?
Colleges & Universities Undergraduate	1d, 1e, 1f	How will public and private higher education respond to the problems of inflation (e.g., increased costs, increased tuition)?
Colleges & Universities Undergraduate	1f, 2e	To what extent is there a "higher education community" commitment to having both public and private institutions?
Colleges & Unversities Undergraduate	1f	What does an institution do when it is forced for financial reasons to release some of its tenured faculty?
Colleges & Universities Undergraduate	1f, 10a	To what extent will a dedication to automony from detailed public control affect the health of highly selective institutions?
Colleges & Universities Undergraduate	1f, 4f	To what extent have single sex colleges been forced to become coeducational to maintain financial health of the institutions?
Colleges & Universities Undergraduate	1f, 3a	To what extent has federal support for student financial aid been more cosmetic than real?
Colleges & Universities Undergraduate	1d, 1f, 4d, 9	What is the financial loss to an institution when a student drops out?
Colleges & Universities Undergraduate	1e, 1f, 10a	To what extent does private higher education need to build its public image in order to relieve financial difficulties?

1. INSTITUTIONAL FINANCE
    f. Health of Institutions
Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1f, 11	To what extent will the financial problems of higher education in a period of decline be compounded by increased operational costs (e.g., salaries, fuel, supplies)? a. How will the structure and purposes of institutions of higher education be effected by the expected financial problems? b. Will the growing market for nontraditional programs (vocational, continuing education) and the availability of nontraditional students ameliorate the problems faced by the higher education community?
Colleges & Universities Undergraduate	1d, 1f	What would be the effects of altering current tuition charges to better reflect the costs of various educational programs? Will the burden of cost revision fall disproportionately on low-income students?
Colleges & Universities Undergraduate	1f, 9, 10a	What are the implications of the current national economic situation for higher education? a. What are the implications of changing employment patterns on enrollment in major fields of study? b. What will be the impact of changing employment patterns on the demographic composition of the student population? c. How can or should higher education deal with the growing numbers of underemployed, overeducated people? d. How will the expected decline in the growth rate of higher education affect institutional recruitment and selection policies regarding women, minority, and nontraditional students?
DATA ELEMENTS:		o What percentage of college graduates currently hold jobs unrelated and related to their college major?

1. INSTITUTIONAL FINANCE
f. Health of Institutions
Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1e, 1f, 2a, 4e, 10	To what extent have public policies doomed some institutions to weakness in spite of being well-managed and educationally effective?
Colleges & Universities Undergraduate	1e, 1f, 3, 10	What are the public policies regarding the pattern of support for higher education for which public and private institutions differ?
Colleges & Universities Undergraduate	1d, 1f, 3c, 4b, 8, 12	To what extent are minority students disproportionately affected by financial troubles of colleges?
Colleges & Universities Undergraduate	1f, 2a, 12	What should the student's role be in determining budget priorities of colleges and universities?
Colleges & Universities Undergraduate	1f, 12	To what extent will economic difficulties of colleges and universities be a force to bring together student activism on a single front rather than fragmented special interest groups?
Colleges & Universities Undergraduate	1f, 2c, 2g, 10a	How can institutions overcome the financial problems caused by complying with Section 504?
Colleges & Universities Undergraduate	1f	To what extent has HEW slighted colleges and universities while pressing for increased funds for elementary and secondary schools to meet their obligations under the new regulations?
Colleges & Universities Undergraduate	1d, 1f, 3c, 4b, 8, 12	How do financial troubles of the colleges affect students (in terms of raised tuition, lower student aid, reduction of student-backed programs and reforms, and layoffs of popular faculty members)?
Colleges & Universities Undergraduate	1f, 10a	To what extent will full compliance by colleges and universities put an unreasonable financial burden on these institutions?

ISSUE AREA

1. INSTITUTIONAL FINANCE

f. Health of Institutions

Level: Graduate and Professional

Graduate & Professional	1b, 1f, 10a	To what extent will setting a priority on consistent and even federal policy in terms of graduate education improve the health of graduate schools?
Graduate & Professional	1f, 6b, 10a	To what extent do segregated primary health care facilities (access by both patients and medical students) put an undue burden on black medical schools?
Graduate & Professional	1f, 2f	Considering the rapidly shrinking market for doctoral services, to what extent are graduate schools more concerned about interests of the institutions than those of the students?
Graduate & Professional	1d, 1f, 8	To what extent should faculty and students bear the brunt of financial difficulties of black medical schools?
Graduate & Professional	1f	What are the factors that could influence the health of graduate schools and schools of education?
Graduate & Professional	1f	How will universities deal with the unstable fiscal situation caused by changing clientele and demand?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

Level: General Postsecondary

General Postsecondary	2, 10a, 12	To what extent are state coordinating agencies responsible for and/or concerned with consumer protection in postsecondary education?
DATA ELEMENTS:		o State initiated inventories of postsecondary opportunities, including acceptance ratios, price information, program requirements, transfer policies, course acceptability, placement information. o State standard for descriptions of postsecondary institutions. o Patterns of educational consumption, attendance and attitudes.
General Postsecondary	2, 9, 12	What is the relationship between consumer and producer in a human service like education, which, unlike the purchase of goods, depends upon an active cooperative relationship between the two?
General Postsecondary	2, 4	What types of schools will meet each of these functions?
General Postsecondary	2, 10a	To what extent are state legislative and executive expectations demanding greater responsiblity through further centralization and control within a state coordinating or governing board for postsecondary education?
General Postsecondary	2, 10a	To what extent will the responsibility for higher and postsecondary education move to the executive and/or legislative branches of the state government?
General Postsecondary	2, 8d	What will be the impact of faculty collective bargaining on an individual campus and on statewide coordinating and governing systems?

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT
Level: General Postsecondary

General Postsecondary	2, 10a	What forms of accountability are being demanded (e.g., fiscal accounting of funds, development of management information systems, program budgeting, zero based budgeting, performance audit, and program review)?
General Postsecondary	2, 10a	If states demand performance audits of postsecondary institutions what criteria should be used (e.g., efficiency vs. educational effectiveness) and who (state agencies in cooperation with the academic community) should undertake the audits?
General Postsecondary	2	To what extent are existing state postsecondary education coordinating and governing structures adequate to deal with changing conditions, the unsteady state, and time of uncertainty in education?
DATA ELEMENTS:		o What kinds of agencies do states have, under what conditions were they established, and have these changed?
General Postsecondary	2, 4, 11	Is the communiversity a viable concept in planning and formulating of alternatives for future postsecondary education?
DATA ELEMENTS:		o How does it function? o How is it coordinated around the workplace, the learner, and the institutions involved? o How does it help students acquire a clearer selfunderstanding and identify available educational options (e.g., guidance, educational brokering)? o What is the role of the community college in the communiversity?
General Postsecondary	2, 10a	What are the advantages of governing boards, consolidated governing boards, and coordinating boards?

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

Level: General Postsecondary

General Postsecondary	2, 8d, 12	To what extent should students be involved in governance of postsecondary institutions and faculty-administration collective bargaining?
General Postsecondary	2, 10a	How does the composition of state planning and coordination bodies affect the governance of postsecondary institutions?
General Postsecondary	2, 11	What are the limits to consortial relationship among academic institutions in providing nontraditional educational alternatives?
General Postsecondary	2, 11	To what extent is the communiversity (a federation of the educational and cultural forces in the community) a primary vehicle for the delivery of postsecondary educational services of the future?
General Postsecondary	2, 4b, 4e, 7b	To what extent does city financial crisis affect PSE admissions policy?
General Postsecondary	2	What are the limitations of using test scores to determine educational policy?
General Postsecondary	1f, 2	To what extent will a parallel collegiate system for service persons operated by the military place a financial and academic burden on exisiting institutions of higher education?
General Postsecondary	2, 4	In what ways have community elements been brought together into teaching consortia and what are the advantages and disadvantages?
General Postsecondary	2	Who will plan and coordinate the communiversity enterprise?
General Postsecondary	2	How will the division of labor needed to accomplish the task of total postsecondary educational service to a locality be decided?
General Postsecondary	2, 11	To what extent are community resources available to and utilized by nontraditional education programs?

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

Level: General Postsecondary

General Postsecondary	2, 11	What are the "public costs" of supporting nontraditional learning centers?
General Postsecondary	2	How can inventories of community resources for learning be developed, evaluated, maintained and communicated?
General Postsecondary	2, 4	How is the college and university structure going to change by the year 2000?
General Postsecondary	2, 4	To what extent will the communiversity concept replace current higher education structures in the future?
General Postsecondary	1, 2, 4	How will the communiversity differ from traditional institutions?
General Postsecondary	2, 4f	To what extent will the cultural and institutional resources of a community be utilized in developing postsecondary educational institutions of the future?
General Postsecondary	2, 9	To what extent should credentialing be experience based?
General Postsecondary	2, 9	To what extent should credentialing strategies exploit the potential of well-designed mixes of experience and theory?
General Postsecondary	1, 2, 11	To what extent do consortia use funds more economically and enhance educational diversity and flexibility?
General Postsecondary	2, 11	To what extent will consortial relationships be enhanced by nontraditional education?
General Postsecondary	2, 10a	What are the new responsibilities for statewide coordination and governance?
General Postsecondary	2, 4, 9	How should systematic assessments of educational needs and desires of the people in the community be conducted?
General Postsecondary	2	How can educational institutions work with employing institutions (e.g., work-study)?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

Level: Community and Junior Colleges

Community & Junior Colleges	2, 8, 10a	To what extent has Congress contributed to understaffed financial aid offices because of its failure to authorize support to institutions receiving aid?
Community & Junior Colleges	2, 3a, 3b, 8	To what extent does the absence of sufficiently trained administrators and adequate numbers of support staff contribute to the poor functioning of adequate financial aid programs in two-year colleges?
DATA ELEMENTS:		o Staffing and facilities for financial aid offices.
Community & Junior Colleges	1, 2, 10a	Is there public support for the establishment of comprehensive, commmunity education programs utilizing public facilities as community centers?
DATA ELEMENTS:		o Is there legislative support for the concept of community-based, performance-oriented education?
Community & Junior Colleges	2	Will the community college governing form be so prominent that other higher education organization forms will be in the position of private colleges now?
Community & Junior Colleges	2, 10a	What are the effects of consumerism on the autonomy of higher educational institutions in developing institutional policies and practices?
DATA ELEMENTS:		o Institutional policy changes as a result of recent federal/state regulations. o Institutions that would be most susceptible to consumers.
Community & Junior Colleges	2, 2e, 4e, 4f, 5, 10a	With regard to the interface between colleges and universities and their local environment: a. What is the responsibility of the institution to its students? b. What public services can the institution provide for urban needs?

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT
Level: Community and Junior Colleges

		c. What are appropriate research responses to urban problems?
		d. How should the institution act as a corporate entity in the community?
Community & Junior Colleges	1b, 1c, 2, 10a	To what extent does greater state funding of public community colleges lead to an increase of state control over the institutions?
DATA ELEMENTS:		o What administrative and policy areas are by the qualifications or limitations of state funding legislation?
Community & Junior Colleges	2, 8	Are faculty members likely to lose more and more, say in institutional governance?
Community & Junior Colleges	1, 2, 3	To what extent do city governments contribute directly to the operating expenses or capital expenditures of the institutions?
Community & Junior Colleges	1, 2	Why has the expansion of American higher education been so heavily concentrated in community colleges?
Community & Junior Colleges	2	To what extent will the community colleges be a structure and dynamic force that will play a decisive role in the development of this country as a "learning society?"
Community & Junior Colleges	2, 4, 11	What is the educational impact of community colleges on the various clientele (adults, part-time students, students pursuing technical courses not usually offered in colleges, and traditional students coming from high school to obtain a baccalaureate degree)?
Community & Junior Colleges	2, 9a, 9b, 9c, 9d	To what extent do the public two-year community colleges of this country contribute to economic growth, full equality for all people, and developing each individual's sense of hope and worth through education?

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

Level: Community and Junior Colleges

To what extent have community colleges:

a. provided educational opportunity for all qualified?

b. been responsive to local needs?

c. kept costs down and enabled children from the poorest families to rise out of poverty?

d. provided comprehensive education programs?

e. been the leaders in continuing education?

Community & Junior Colleges	2, 5, 10a	Given sufficient money so that it is not a deterrent to action, what should be the relationship of higher education to the city government in seeking to identify urban needs and demands, in setting priorities among demands, and in developing appropriate responses?
Community & Junior Colleges	2, 10a	To what extent should institutions accept the notion that the city government is rarely the appropriate agency for many urban activities?
DATA ELEMENTS:		o Among the range of legislatures concerned with the institutional growth of public community colleges?
Community & Junior Colleges	2, 10a	To what extent should institutions develop a direct relationship with the city government to provide a stronger focal point for the institution's urban involvement?
Community & Junior Colleges	2, 10a	To what extent are state legislatures concerned with the institutional growth of public community colleges?
DATA ELEMENTS:		o Among the range of legislative topics proposed or considered by state legislatures, how much attention is given to topics directly pertaining to the expansion of public community colleges?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

Level: Vocational Technical

Vocational Technical	2, 4b	How can vocational education: a. provide technical assistance and training programs for industry? b. encourage industrial development in a community? c. assist in the development of community development corporation?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

Level: Colleges & Universities - Undergraduate

Colleges & Universities Undergraduate	2, 3a, 7a	To what extent has the lack of adequate financial and institutional information for students presented a barrier to proper postsecondary choice?
DATA ELEMENTS:		o What and how much is currently provided and how is it disseminated? o Select two samples of college students, one given good information, one given none. Did the information or lack of it influence (1) the student's choices and (2) their satisfaction with their choices? o Identification of institutional information necessary for student choice.
Colleges & Universities Undergraduate	2, 10	To what extent will institutional self--policing avoid additional federal regulation?
DATA ELEMENTS		o How can institutional "self-policing" be enforced (with regard to misrepresentation, etc.) in a competitive institutional market? o Areas in which violations and potential violations regularly occur. o What practices are covered or what violations are specifically prohibited by federal state regulations?
Colleges & Universities Undergraduate	2, 3a, 7a, 10a	What has been the impact of Section 493A of the Education Amendments of 1976 on providing adequate information for students?
DATA ELEMENTS		o Institutional policy changes as a result of new regulations: information in brochures as well as means of dissemination in recruiting. o What information is currently required by state and federal regulation? o What information is currently required by state and federal regulation?

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

Level: Colleges & Universities - Undergraduate

Colleges & Universities Undergraduate	2, 9	To what extent do educators and administrators delude themselves into neglecting the putative ideal of higher education, while declaring themselves its promotors?
Colleges & Universities Undergraduate	2	To what extent has the disappearance of single-sex schools and colleges lessened American diversity in higher education?
Colleges & Universities Undergraduate	1b, 2, 4	What is the effect of federal aid on the governance, management, curriculum, and mission of private institutions?
Colleges & Universities Undergraduate	2, 8e	How is academic freedom and institutional autonomy influenced by institution governance (i.e., public versus private)?
Colleges & Universities Undergraduate	2, 10a	To what extent should state higher education institutions become more administratively efficient by: a. working with agencies of the state and federal government to decrease the campus administrative workload required by legislation? b. increasing summer enrollments? c. reducing unnecessary internal bureaucracy? d. reducing the cost of educating students by accelerating educational processes? e. defining statewide needs, assigning responsibilities to specific universities, and minimizing duplication and overlapping programs?
Colleges & Universities Undergraduate	2	How should the general public and legislative and governmental bodies be kept informed of higher education issues by the state institutions (e.g., advisory committees including citizens, media coverage, alumni groups, stewardship reports)?

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT
Level: Colleges & Universities - Undergraduate

DATA ELEMENTS:

- o Comprehensive studies--cost per credit hour by level and discipline, and cost per major by level and discipline.
- o Information on statewide management systems.
- o How is statewide planning done? Public institutions only? Public and private?

Colleges & Universities Undergraduate	1b, 2, 10a	To what degree should colleges and universities be held accountable for federal funds received?
Colleges & Universities Undergraduate	2, 7c	How does the amount and type of social control influence the quality of education?
Colleges & Universities Undergraduate	2, 10a	To what extent does the diversity of higher education make it difficult to devise and apply regulations related to control?
Colleges & Universities Undergraduate	2, 10a	To what extent do the social objectives of the federal government's role in higher education reflect or eclipse the institutional needs of colleges and universities? a. To what extent is there a conflict? b. What are the basic areas of conflict? c. To what extent are they reconcilable?
Colleges & Universities Undergraduate	2, 4b, 8	To what extent will faculty time be required in developing and maintaining a credit by an examination system?
College & Universities Undergraduate	2, 4	What are the effects of nontraditional programs on universities and colleges?
Colleges & Universities Undergraduate	2, 10a	To what extent should higher education institutions be more self-denying in imposing governmental requirements that are unwarranted or unreasonable?

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

Level: Colleges & Universities - Undergraduate

Colleges & Universities Undergraduate	2, 10a	To what extent does the federal concern with consumer protection affect or encroach upon institutional management and responsibility?
Colleges & Universities Undergraduate	2	Why has nonelite higher education (e.g., community colleges) been subject to more social and less collegiate control?
Colleges & Universities Undergraduate	2, 4c, 4e, 9b, 9c, 9d	To what extent should the future of higher education be decided on moral grounds based on the following propositions? a. That higher education contributes to the cognitive and affective qualities and the practical competence of people as individuals and is therefore conducive to their full development as human beings? b. That higher education enhances the quality of social life in many ways? c. That the number of persons who could benefit from higher education greatly exceeds the number who now partake of it, especially if innovative programs suited to diverse clienteles were available?
Colleges & Universities Undergraduate	2, 4c, 4e, 9b, 9c, 9d	How will the following increase pressure for open access to higher education? a. Reduction of Traditional enrollments? b. Unemployment of uneducated youth? c. Natural resource depletion and pollution?

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT
Level: Colleges & Universities - Undergraduate

Colleges & Universities Undergraduate	2, 9a, 10a	To what extent are negative attitudes of public and state legislators toward higher education caused by: a. belief that educational resources are not being used effectively (e.g., wasteful practice, overfunding, deficient management practice, top heavy administration)? b. belief that too many people are going to college and that many people with college degrees are under employed?
Colleges & Universities Undergraduate	2, 3a, 7a, 9d	What is the relationship between adequate information for students and participant satisfaction at the chosen institution?
DATA ELEMENTS:		o Student survey - random selection.
Colleges & Universities Undergraduate	2, 6b, 10a	To what extent are past, present, and future legal decisions likely to have enormous impact on the American higher education agenda?
Colleges & Universities Undergraduate	2, 4e	What has been the effect of the expansion of year-round continuing education or summer-session programs?
Colleges & Universities Undergraduate	2, 4	To what extent have institutions of higher education ignored recent trends in the high school curriculum, e.g., adoption by many suburban high schools of the first two years of the college undergraduate program?
Colleges & Univerisities Undergraduate	2, 4, 9	How do institutions of higher education fit into important community services such as health, nutrition and psychological well-being?
Colleges & Universities Undergraduate	2, 4, 9	To what extent will industry take on education as its own responsibility?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

Level: Graduate & Professional

Graduate & Professional	2, 4b, 4e, 7a, 7c	To what extent can black graduate institutions strengthen their programs to compete with other major institutions?
Graduate & Professional	2, 4e, 4f	To what extent can graduate programs in different institutions in the same geographic region work together to offer more comprehensive, higher quality programs?
Graduate & Prosfessional	2, 4b	To what extent should off-campus programs be established within the geographic area of other institutions?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

a. Management Systems

Level: Community and Junior Colleges

Community & Junior Colleges	2a, 8	To what extent is institutional governance in community colleges likely to shift toward professional (nonacademic) managers?
Community & Junior Colleges	1, 2a, 4b, 8	To what extent are changes in governance, programs, and finance of community colleges over the next few decades likely to impact on the kinds of faculty members in the following categories: a. currenbt high school model teachers. b. full-time, highly paid program managers with a corps of paraprofessionals or technicians. c. 40-hour-a-week instructors. d. part-time teachers, hired on demand.
Community & Junior Colleges	2a, 2b, 2e	What is the role of institutional research in community colleges?
Community & Junior Colleges	2a, 2b, 2c, 4e	What are the problems and issues that researchers should address: a. fiscal management and cost analysis? b. long-range planning? c. institutional accountability? d. institutional goal assessment? e. community needs assessments and college impact? f. need for program evaluation? g. data and information management? h. student characteristics?

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

a. Management Systems

Level: Community & Junior Colleges

Community & Junior Colleges	2a, 2b, 2e	How can institutional researchers balance clerical interest (data collection; internal and external reporting responsibilities) with assuming a new role in planning, management, and evaluation?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

a. Management Systems

Level: Vocational Technical

General Postsecondary	2a, 10a	How will changes in the governance of colleges by governments affect educational innovation?
General Postsecondary	2a, 8	How will the development of satellite centers and off-campus classrooms change staff recruitment, selection, and organization?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

a. Management Systems

Level: Colleges & Universities - Undergraduate

Colleges & Universities Undergraduate	2a, 9	How has the increasing responsiveness of education policies to political and economic influences instead of intellectual and educational achievement affected colleges and universities?
Colleges & Universities Undergraduate	2a	What has been the effect of federal policy changes on American education?
Colleges & Universities Undergraduate	2a, 4e	How does the presence of private higher education as competition improve the quality of undergraduate and graduate programs in public universities?
Colleges & Universities Undergraduate	2a, 2e	How have balancing the forces of merit and equality, centralization and decentralization, produced problems for the governance of universities
Colleges & Universities Undergraduate	1e, 1f,2a, 4e, 10	To what extent have public policies doomed some institutions to weakness in spite of being well-managed and educationally effective?
Colleges & Universities Undergraduate	2a	How can quasi-public governed institutions and independently governed institutions serve the twin necessities of public purpose and academic standards?
Colleges & Universities Undergraduate	2a	What are the implications of increased state regulation and review?
Colleges & Universities Undergraduate	1f, 2a, 12	What should the student's role be in determining budget priorities of colleges and universities?
Colleges & Universities Undergraduate	2a, 12	To what extent will college and university students continue to demand that institutions make some adjustments?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

a. Management Systems

Level: Graduate & Professional

Graduate & Professional	2a, 2c, 2f	How can schools of education respond effectively in the areas of governance, planning, and management to a declining job market in education and an erosion of financial support?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

b. Productivity

Level: General Postsecondary

General Postsecondary	1b, 2b, 10a	To what extent would state veto power over federal higher education funds have a serious impact on publicly supported higher education (in terms of autonomy from state control)?
General Postsecondary	2b	To what extent will higher education be evaluated in terms of number of certificates and degrees awarded versus a place to increase knowledge, i.e., a place for people and information to get together?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

b. Productivity

Level: Community and Junior Colleges

Community & Junior Colleges	2a, 2b, 2e	What is the role of institutional research in community colleges?
Community & Junior Colleges	2a, 2b, 2c, 4e	What are the problems and issues that researchers should address: a. fiscal management and cost analysis ? b. long-range planning? c. institutional accountability? d. institutional goal assessment and college impact? e. community needs assessment and college impact? f. need for program evaluation? g. data and information management? h. student characteristics?
Community & Junior Colleges	2a, 2b, 2e	How can institutional researchers balance clerical interest (data collection; internal and external reporting responsibilities) with assuming a new role in planning, management, and evaluation?
Community & Junior Colleges	2b, 4e, 8d	What are the advantages and disadvantages of collective bargaining to: a. the institution (e.g., slowing down president's decision-making processes, limiting innovations to be introduced, putting strain on faculty members)? b. faculty (making grievances easier to handle, making president aware of grievances)? c. the student (improvement in instruction, etc.)?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

b. Productivity

Level: Colleges and Universities - Undergraduate

College & Universities Undergraduate	2b	How can productivity in colleges be improved?
Colleges & Universities Undergraduate	1f, 2b, 2e	If such competition has indeed intensified, to what extent has this reduced higher education's ability to achieve its larger purposes and common goals?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

c. Division of Funding

Level: Community and Junior Colleges

Community & Junior Colleges	2a, 2b, 2c, 4e	What are the problems and issues that researchers should address: a. fiscal management and cost analysis? b. long-range planning? c. institutional accountability? d. institutional goal assessment? e. community needs assessment and college impact? f. need for program evaluation? g. data and information management? h. student characteristics?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

c. Division of Funding

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1a, 2c	How is a college endowment funding plan likely to help avert the loss of financially plagued but needed colleges?
Colleges & Universities Undergraduate	1e, 1f, 2c	To what extent have private universities and colleges become more active in their search for public support?
Colleges & Universities Undergraduate	1f, 2c, 2g, 10a	How can institutions overcome the financial problems caused by complying with Section 504?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

c. Division of Funding

Level: Graduate and Professional

Graduate & Professional	2a, 2c, 2f	How can schools of education respond effectively in the areas of governance, planning, and management to a declining job market in education and an erosion of financial support?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

d. Accreditation

Level: General Postsecondary

General Postsecondary	2d, 10a	To what extent should we continue relying on voluntary accrediting associations for determining which institutions are eligible for federal programs? Should we supplement accreditation with federal criteria for eligibility?
General Postsecondary	2d, 3a	Who should work with accrediting agencies to determine eligibility for federal loans?
General Postsecondary	2d, 4e	To what extent do standards differ between traditional and nontraditional programs?
General Postsecondary	2d, 4e	What system of accreditation can be employed to assure both maintenance of nontraditional academic standards and innovation?
General Postsecondary	2d, 3a	How does accreditation influence eligibility for federal loans?
General Postsecondary	2d	What is the relationship between extension centers and accreditation difficulties?
General Postsecondary	2d, 4e	To what extent will some form of accreditation to improve the quality of continuing education programs?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

d. Accreditation

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	2d	How does the diversity of accreditation policies contribute to duplication of effort in evaluating and approving programs?
Colleges & Universities Undergraduate	2d, 10a	What groups should participate in establishing and enforcing accreditation policies (e.g., NEA, AFT, special interest groups, NCATE, legislators, school boards)?
Colleges & Universities Undergraduate	2d, 6b	What are the legal problems associated with determining criteria and standards for making accreditation judgments (e.g., discrimination tests of employment, Title VII, EEOC guidelines, antitrust)?
Colleges & Universities Undergraduate	2d, 9a, 9b	How can defining and assessing quality in the field of education be improved to protect the consumer?
Colleges &	2d, 4e	To what extent has a decrease in the quality of summer-session programs led to new accrediting policies?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

d. Accreditation

Level: Graduate and Professional

Graduate & Professional	2d, 4b	To what extent should accreditation agencies review nontradional off-campus graduate programs?
Graduate & Professional	2d, 4b	How can nontraditional programs be evaluated?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

e. Institutional Goals

Level: General Postsecondary

General Postsecondary	2e, 9b	Does a fair exhange refer to the execution of the activity contracted for or to the achievement of some outcome (receipt of a degree, for example)?
General Postsecondary	2e, 11, 12	Do the goals of nontraditional learning and the availability of learners coincide?
General Postsecondary	2e, 4e, 7b	What is the relationship between open affirmative admission policies and relaxation of graduation standards?
General Postsecondary	2e, 9b	What are the terms of exchange between the consumer and producer of postsecondary education in the absence of true cost pricing, clearly identified outcomes, and agreed-upon purposes?
General Postsecondary	2e, 11, 12	Do the goals of nontraditional learning and the availability of learners coincide?
General Postsecondary	2e, 4a, 4e, 11b	What are the programs and philosophies behind nontraditional learning? a. How do they function? b. What are their supporting assumptions? c. How are they maintained? d. What are their societal and institutional goals?
General Postsecondary	2e, 10a	What has been the effect of state and federal regulations on the bureaucratic needs and the traditional purposes of postsecondary institutions?

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT
    e. Institutional Goals
Level: General Postsecondary

General Postsecondary	2e	What should be our priorities for education in a just community?
General Postsecondary	2e, 9d	To what extent is the disenchantment with education among young people related to the breakdown in community?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

e. Institutional Goals

Level: Community and Junior Colleges

Community & Junior Colleges	2a, 2b, 2e	How can institutional researchers balance clerical interest (data collection; internal and external reporting responsibilities) with assuming a new role in planning, management, and evaluation?
Community & Junior Colleges	2e, 4e	What are the pressures being experienced by community colleges in the areas of accountability and evaluation?
Community & Junior Colleges	2a, 2b, 2e	What is the role of institutional research in community colleges?
Community & Junior Colleges	2e	To what extent does today's society (particularly the urban society) require a new set of educational goals and a new structure to facilitate achieving those goals?
Community & Junior Colleges	2, 2e, 4e, 4f, 5, 10a	With regard to the interface between colleges and universities and their local environment: a. What is the responsibility of the institution to its students? b. What public services can the institution provide for urban needs? c. What are appropriate research responses to urban problems? d. How should the institution act as a corporate entity in the community?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

e. Institutional Goals

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	2e	How can these models be distinguished from one another: a. levels of admissions qualifications? b. principles for selection of faculty members? c. needed level of financial support/student, per faculty member? d. degree of institutional automomy required for effective performance of differing functions? e. degree of importance of academic freedom? f. appropriate forms of governance?
Colleges & Universities Undergraduate	2e	How can American higher education alter its current perilous course, based on economic rather than educational decisions?
Colleges & Universities Undergraduate	2e	What is the proper role for the university in today's society?
College & Universities Undergraduate	2e, 4a	What institutional policy options may be developed by colleges and universities to offset the limitations of traditional student performance measures?
Colleges & Universities Undergraduate	2e	To what degree are higher education institutions concerned about maintaining quality?

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

e. Institutional Goals

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	2e	To what extent has postsecondary education recognized a diverse range of purposes as legitimate college pursuits (intellectual, vocational, professional skills, personal development, interpersonal competence, etc.)?
Colleges & Universities Undergraduate	2e	If institutions are forced to be insensitive to race, to what extent can they discharge their responsibility to develop this country's social capital?
Colleges & Universities Undergraduate	2e	How valid is the argument that quality and excellence aren't issues in the American educational system while equity of access is?
Colleges & Universities Undergraduate	2e	How can advocates of equal educational access be certain that a just community for higher education may be achieved without an appropriate balance between access and quality?
Colleges & Universities Undergraduate	2e, 10a	To what extent are federal regulations threatening the colleges' capacity to perform their educational service?
Colleges & Univesities Undergraduate	2a, 2e	How have balancing the forces of merit and equality, centralization and decentralization, produced problems for the governance of universities?
Colleges & Universities Undergraduate	2e, 4c	To what extent has the goal of education (e.g. to purvey a general education along with specialized training) been lost in the goal of getting a self-sustaining job?
Colleges & Universities Undergraduate	1f, 2b, 2e	If such competition has indeed intensified, to what extent has this reduced higher education's ability to achieve its larger purposes and common goals?
Colleges & Universities Undergraduate	2e	What models of organization can produce more effective higher education: a. graduate training and research model? b. occupational needs model? c. social/consumer choice model?

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT
e. Institutional Goals
Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1f, 2e	To what extent is there a "higher education community" commitment to recipients of both public and private support?
Colleges & Universities Undergraduate	2e	How far should the private sector of higher education go to teach values? What would be the effect of this contribution?
Colleges & Universities Undergraduate	1f, 2e	To what extent is there a "higher education community" commitment to having both public and private institutions?
Colleges & Universities Undergraduate	2e, 4e	How can the institution insure that students become versed in the affective as well as the cognitive dimensions?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

e. Institutional Goals

Level: Graduate and Professional

Graduate & Professional	2e	How can black institutions best facilitate the goal of greater opportunity for blacks in higher education and in the professions?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

f. Enrollment

Level: General Postsecondary

General Postsecondary	1d, 2f	How well will enrollment driven budget formulas, which worked well in times of expansion, work in periods of contraction?
General Postsecondary	2f	To what extent can an increase in older citizens in higher education compensate for a decline in 18- to 24-years-olds in level of support? a. Are interested older students really present? b. Will governors and legislators take the position that working older students should pay more of the costs of their additional education?
General Postsecondary	2f, 8	What is the likelihood that institutions will move more and more to the "hourly-rate" instructor to reduce institutional commitments to faculty and still expand services?
General Postsecondary	1d, 2f, 7a, 12b	To what extent are tuition increases responsible for: a. decrease in enrollment growth at colleges and universities? b. lower percentage of high school students going to college? c. decrease in students from middle class and working class families ($7,500-$15,00/yr.) going to college? d. decrease in rural and small-town college enrollment? e. increase in numbers of part-time and commuting students?
General Postsecondary	2f	To what extent will the institutions broaden their families to satellite locations?
General Postsecondary	2f	To what extent will part-time enrollment increase?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

f. Enrollment

Level: Community and Junior Colleges

Community & Junior Colleges	2f, 8	How do declining enrollments affect the utilization of part-time instructors?
Community & Junior Colleges	le, 2f, 4b	To what extent are contractual arrangements between community colleges and proprietary schools going to expand? Would these kinds of arrangements change the financial assistance from state and local governments?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

f. Enrollment

Level: Colleges and Universities - Undergraduate

College & Universities Undergraduate	2f, 4a, 4b	To what extent has increased student diversity in higher education resulted in a clear recognition of individual differences when evaluating student performance?
College & Universities Undergraduate	1e, 2f	What are the implications of public universities substantial growth at the expense of private universities?
College & Universities Undergraduate	2f	How will declining middle income enrollment effect the quality of higher education?
College & Universities Undergraduate	2f, 4b, 7a	To what extent are these new programs a ploy to attract more students in a competitive market?
College & Universities Undergraduate	2f, 4e	To what degree are summer-session directors mainly preoccupied with the number of students they can enroll?
College & Universities Undergraduate	2f	What is the actual effect of open admissions on university systems that have implemented such a policy?
Colleges & Universities Undergraduate	2f	How will declining enrollments in colleges affect the tenure system?
Colleges & Universities Undergraduate	1e, 2f, 10a	To what extent can the adoption of principles governing the relationship between the federal government and universities lessen the tensions arising from competition for enrollments?

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT
    f. Enrollment
Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	2f, 9b, 9c	To what extent does the apparent decline in economic value of a degree represent a serious threat to the financial viability of higher education because this decline will lead to sharply falling enrollments?
Colleges & Universities Undergraduate	2f, 7, 10a	What is the best way to stimulate the investment of more intellectual capital by colleges and universities in the analysis of issues that will shape the future of higher education?
Colleges & Universities Undergraduate	1, 2f, 4, 7a	What changes in programs and recruitment are necessary for black colleges to survive this period of declining enrollments and persistent charges of inferiority?
Collges & Universities Undergraduate	2f	What are the implications of increasing diversity in the student body of colleges and universities?
Colleges & Universities Undergraduate	2f, 7b, 7c	What effect will the enrollment limits some states are imposing on public institutions have on the number of blacks entering college?
College Universities Undergraduate	1e, 1f, 2f	What will be the effect of increasing competition for students (both traditional and nontraditional) in public and private colleges?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

f. Enrollment

Level: Graduate and Professional

Graduate & Professional	1f, 2f	Considering the rapidly shrinking market for doctoral services, to what extent are graduate schools more concerned about interests of the institutions than those of the students?
Graduate & Professional	2f	What will be the effect of the changing clientele (decrease in 18- to 24-years-olds and increase in older students)?
Graduate & Professional	2f, 7a, 9a, 9c	What impact will the downward employment trends in education have on graduate school enrollment? (Subissue of issue above.)
Graduate & Professional	2a, 2c, 2f	How can schools of education respond effectively in the areas of governance, planning, and management to a declining job market in education and an erosion of financial support?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

g. Facilities

Level: General Postsecondary

General Postsecondary	2g	What are the problems of extension centers offering off-campus degree programs?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

g. Facilities

Level: Community and Junior Colleges

Community & Junior Colleges	2g, 4d, 4f	To what extent do lack of residential facilities, difficulty in transferring to four-year colleges, and low student involvement in campus life deter the traditional student in a community college from completing a baccalaureate degree?
Community & Junior Colleges	2g, 8, 11	To what extent could community colleges utilize nontraditional facilities and staffing?

DATA ELEMENTS:

o Number of part-time faculty, paraprofessionals, community volunteers.

o Extent to which community facilities are currently used for classes.

o Demographic area covered by the community college.

o Characteristics of faculty, paraprofessionals and volunteers (degrees, full- or part-time, union member of nonunion member).

o Funding constraints.

o Legal constraints, i.e., collective bargaining agreements.

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

g. Facilities

Level: Colleges and Universities - Undergraduates

Colleges & Universities Undergraduate	2g, 10a	To what extent have colleges and universities made efforts to eliminate physical barriers and provide supportive services for disabled students and employers to comply with Section 504 of the Rehabilitation Act of 1973?
Colleges & Universities Undergraduate	2g, 4b	To what extent and why is planning (especially by committee) crucial to making all programs available to handicapped students?
Colleges & Universities Undergraduate	2g, 4f, 9	To what degree do college residents benefit more from higher education than commuters (especially in terms of personality, attitudes, persistence, and implementation of career plans)?
Colleges & Universities Undergraduate	1f, 2c, 2g, 10a	How can institutions overcome the financial problems caused by complying with Section 504?

ISSUE AREA

2. INSTITUTIONAL GOVERNANCE AND MANAGEMENT

g. Facilities

Level: Graduate and Professional

Graduate & Professional	2g	What are the ramifications of territorial rights in graduate education?

ISSUE AREA

3. STUDENT AID

Level: General Postsecondary

General Postsecondary	3, 10	To what extent should the federal agency have the responsibility for providing students and others with individualized information through data banks (e.g., interactive programs to identify personal values and academic interest; identification of education, training, or job opportunities; identification of admission policies; identification of postsecondary education costs and financial aid estimates; individualized instruction)?

ISSUE AREA

3. STUDENT AID

Level: Community and Junior Colleges

Community & Junior Colleges	1, 2, 3	To what extent do city governments contribute directly to the operating expenses or capital expenditures of the institutions?

ISSUE AREA

3. STUDENT AID

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1e, 1f, 3, 10	What are the public policies regarding the pattern of support for higher education for which public and private institutions differ?
Colleges & Universities Undergraduate	3	How much debt should students incur to finance a college education and when should these debts come due?

ISSUE AREA

3. STUDENT AID

a. Federal Programs

Level: General Postsecondary

General Postsecondary	3a, 3f	How can clear statements about purposes and benefits of federal programs improve decision making about participation?
General Postsecondary	2d, 3a	How does accreditation influence eligibility for federal loans?
General Postsecondary	3a, 3c, 10a	To what extent should the federal government consolidate federal money for student aid within an institution?
General Postsecondary	3a, 10a	How should state allotments for federal student aid funding be determined?
General Postsecondary	3a, 10a, 12d	To what extent should the federal government: a. allow institutions to use federal funds for employment in on-campus and off-campus nonprofit agencies? b. provide grants for full-time coordinators of student employment in the private sector?
General Postsecondary	3a, 3b, 10a	How far should the federal establishment go to standardize forms and systems of student financial aid such as: a. a common application form? b. a common or comparable needs-analysis system? c. common calendar for the management of federal and state student aid? d. a coordination of state-related programs in U.S.O.E.
General Postsecondary	3a, 7	Why does the BEOG (Basic Economic Opportunity Grant) program offer the greatest hope for broadening access to postsecondary education?

3. STUDENT AID

a. Federal Programs

Level: General Postsecondary

General Postsecondary	3a, 3e, 11b	Are home study students entitled to federal aid?
General Postsecondary	3a, 3g, 10a	What should be the basic purpose of the student loan program and what should be the specific federal role?
General Postsecondary	3a, 3b, 3c, 10a	To what extent is it possible for state, student aid agencies, institutions, and the general public to work together: a. to develop a single aid application form and needs-analysis system for all federal programs? b. develop grants announcement dates early enough to work out entire aid packages? c. design student aid programs that fit the needs of the institution?
General Postsecondary	3a, 3b, 3f	To what extent do considerations of family assets in financial aid programs result in inequities in who receives aid?
General Postsecondary	3a, 3b, 3f, 12a	What are the implications of making Supplemental State Incentives Grant money from federal government available for: a. students attending either private or public institutions? b. students who cross state lines to attend college? c. use in state-sponsored work-study programs as well as grant programs?
General Postsecondary	3a, 10a, 12d	To what extent should federal funds be used to support work-related programs, e.g.: a. work-study and/or part-time employment? b. grants to community organizations to hire full-time coordinators of student employment in the private sector?

3. STUDENT AID
    a. Federal Programs
Level: General Postsecondary

General Postsecondary	3a, 3f, 10a	To what extent should federal aid: a. help meet nontuition expenses of attending colleges? b. focus on students whose family income is below the national median?
General Postsecondary	3a, 3b, 10a	What is the federal role in state student aid programs?
General Postsecondary	3a, 10a	To what extent should federal funding programs be consolidated within institutions with broad federal guidelines and distribution by state allotments be eliminated?
General Postsecondary	3a, 9c, 9d	To what extent have proprietary schools failed to prepare students for jobs or give them fair refunds if they have dropped out?
General Postsecondary	3a, 10a	Who should participate in drafting rules and regulations concerning federal aid?
General Postsecondary	3a, 10a	How can a federal consolidated program be designed to improve timing and develop a formula to compute an equitable distribution of funds?
General Postsecondary	3a, 10a	What effect do indecisive implementation and enforcement of regulations have on the conduct of educational programs and institutions?
General Postsecondary	3a, 10a, 11b	What are the major factors that have diminished the effectiveness of Basic Economic Opportunity Grant Program for home study students?
General Postecondary	3a, 10a, 11b	What are the major factors that have diminished the effectiveness of the Guaranteed Student Loan Program for home study students (e.g., failure to define program, poor communications, failure to administer regulations uniformly)?
General Postsecondary	3a, 10a	How can federal, state, institutions, and the public work together to develop: a. a single federal application for student assistance? b. a needs analysis system?

3. STUDENT AID
a. Federal Programs
Level: General Postsecondary

General Postsecondary	3a, 3f, 11b	What is the relationship of federal assistance programs to home study education programs?
		a. Do they promote or hamper such educational methods?
General Postsecondary	3a, 3f, 3g	To what extent are recent government efforts and regulations more punitive to students in default than to proprietary schools?
General Postsecondary	2d, 3a	Who should work with accrediting agencies to determine eligibility for federal loans?
General Postsecondary	3a	What is the role of the federal government in financing lifelong learning?
General Postsecondary	3a, 3f, 10a	To what extent should federally guaranteed student loans be necessary and how should the program be administered?
General Postsecondary	3a	How much confusion is caused by issuing federal rules and regulations retroactively?
General Postsecondary	3a, 3g	To what extent has the Federal Insured Student Loan program contributed to abuses by proprietary schools?
General Postsecondary	3a, 3g	To what extent are Federal Insured Student Loan defaults to be blamed on irresponsible or high-risk students or on uncontrollable factors like a bad job market?
General Postsecondary	3a, 10a	How can a team approach between DHEW, USOE, and educational groups improve the implementation of federal aid programs?
DATA ELEMENTS:		o Number of home study vs. residential students. o Amount of federal funds to home study vs. residential students.
General Postsecondary	3a	How does a weak Office of Education affect student assistance appropriations?
General Postsecondary	3a, 7	Why does the BEOG (Basic Economic Opportunity Grant) program offer the greatest hope for broadening access to postsecondary education?

3. STUDENT AID
   a. Federal Programs
Level: General Postsecondary

General Postsecondary	3a	How can student assistance programs be made more effective and useful to potential recipients?
General Postsecondary	3a, 3f, 10a	How should student aid laws be written so that community college students have a full opportunity to participate, yet take into account factors such as lower tuition in community colleges and equal nontuition costs for community college students?

ISSUE AREA

3. STUDENT AID

a. Federal Programs

Level: Community & Junior Colleges

Community & Junior Colleges	3a	To what extent will student aid continue to be the primary method of federal funding for higher education?
Community & Junior Colleges	3a, 10a	To what extent should federal student assistance laws be rewritten so that: a. community college students have a full opportunity to participate? b. student aid formulas will take into account nontuition costs in community colleges that can be as high or higher than in other postsecondary institutions (e.g., transportation, books, room, and board)?
Community & Junior Colleges	3a, 3b, 12	To what extent do community college students need financial aid as compared to students at other institutions?
DATA ELEMENTS:		o Students' age, place of residence, marital status, dependency on parents, family income, commuting costs, part-time or full-time status, child care facilities.
Community & Junior Colleges	3a, 3b, 3e, 12c	To what extent are part-time students discriminated against in federal and state aid programs, regardless of their family income?
Community & Junior Colleges	2, 3a, 3b, 8	To what extent does the absence of sufficiently trained administrators and adequate numbers of support staff contribute to the poor functioning of adequate financial aid programs in two-year colleges?
DATA ELEMENTS:		o Staffing and facilities for financial aid offices.

ISSUE AREA

3. STUDENT AID

a. Federal Programs

Level: Colleges & Universities Undergraduate

Colleges & Universities Undergraduate	3a, 10a	To what extent are program directors responsible for recommending legislative proposals to overhaul financial aid programs?
Colleges & Universities Undergraduate	1b, 1e, 3a, 10a	To what extent should the federal government use tax money as a means of supporting private institutions of higher learning and the students who attend them?
Colleges & Universities Undergraduate	3a, 3g, 10a	To what extent will the high loan default rate jeopardize federal loan programs?
Colleges & Universities Undergraduate	3a	How does the system of government financing effect the quality and diversity of higher education systems in the United States?
Colleges & Universities Undergraduate	3a, 3b, 3c, 4d	What are the implications of student attrition rates for student aid programs?
Colleges & Universities Undergraduate	3a, 10a	To what extent does the federal government distribute financial aid funds inequitably, enforce unreasonable and intrusive regulations, and require counterproductive paperwork?
Colleges & Universities Undergraduate	3a, 10a	To what extent has Congress failed to design a national policy on financial programs?
Colleges & Universities Undergraduate	3a, 3b, 4d	What form of student financial support (state and federal) are more effectual in terms of college completion, i.e., loans, grants, work-study?
Colleges & Universities Undergraduate	1b, 3a	What would be the impact of cutting off federal funds to private universities?
Colleges & Universities Undergraduate	3a, 3c, 10a	To what extent have institutions supplied adequate data on which to base new financial aid programs or redesign old ones?

3. STUDENT AID
a. Federal Programs
Level: Colleges & Universities Undergraduate

Colleges & Universities Undergraduate	1c, 1e, 3a, 7a, 10a	To what extent has federal support to the private sector influenced undergraduate and graduate programs in public universities?
Colleges & Universities Undergraduate	3a	What student aid policy changes are necessary to close the tuition gap?
Colleges & Universities Undergraduate	3a, 3b, 10a	How can federal and state programs be coordinated?
Colleges & Universities Undergraduate	2, 3a, 7a, 10a	What has been the impact of Section 493A of the Education Amendments of 1976 on providing adequate information for students?
DATA ELEMENTS:		o Institutional policy changes as a result of new regulations: information in brochures as well as means of dissemination in recruiting. o What information is currently required by state and federal regulation?
Colleges & Universities Undergraduate	2, 3a, 7a	To what extent has the lack of adequate financial and institutional information for students presented a barrier to proper postsecondary choice? o What and how much is currently provided and how is it disseminated? o Select two samples of college students, one given good information, one given none. Did the information or lack of it influence (1) the student's choices and (2) their satisfaction with their choices? o Indentification of institutional information necessary for student choice.
Colleges & Universities Undergraduate	3a	To what extent do students receive too little of the right type of federal financial aid and have too many strings attached to the aid?

3. STUDENT AID
a. Federal Programs
Level: Colleges & Universities Undergraduate

Colleges & Universities Undergraduate	3a, 3f	To what extent should older students or students living away from home be eligible for Basic Economic Opportunity Grants?
Colleges & Universities Undergraduate	3a	How has federal intervention prevented colleges from maintaining standards?
Colleges & Universities Undergraduate	1b, 3a, 10a	Through what methods and channels can the federal government provide to short-term contracts and grants for higher education?
Colleges & Universities Undergraduate	3a, 10a	How will the new data system designed by USOE affect the amount of paperwork required of institutions and students?
Colleges & Universities Undergraduate	1b, 3a, 10a	To what extent does federal funding of students and programs in a private university imply that the federal government can impose regulation, e.g., Title IX?
Colleges & Universities Undergraduate	2, 3a, 7a, 9d	What is the relationship between adequate information for students and participant satisfaction at the chosen institution?
DATA ELEMENTS:		o Student survey - random selection.
Colleges & Universities Undergraduate	1f, 3a	To what extent has federal support for student financial aid been more cosmetic than real?
Colleges & Universities Undergraduate	3a	To what extent would replanning institutional priorities improve funding outlook in the resource-limited realities of the 1980's?
Colleges & Universities Undergraduate	3a, 3g, 10a	To what extent have students abused federal financial aid programs?
Colleges & Universities Undergraduate	3a	To what extent should the continued separation of scope between two-year and four-year institutions be pressed?

ISSUE AREA

3. STUDENT AID

b. State Programs

Level: General Postsecondary

General Postsecondary	3a, 3b, 10a	What is the federal role in state student aid programs?
General Postsecondary	3a, 3b, 10a	How far should the federal establishment go to standadize forms and systems of student financial aid such as: a. a common application form? b. a common or comparable needs-analysis system? c. common calendar for the management of federal and state student aid? d. a coordination of state-related programs in U.S.O.E.?
General Postsecondary	3a, 3b, 3c, 10a	To what extent is it possible for state, student aid agencies, institutions, and the general public to work together: a. to develop a single aid application form and needs-analysis system for all federal programs? b. develop grants announcement dates early enough to work out entire aid packages? c. design student aid programs that fit the needs of the institution?
General Postsecondary	3a, 3b, 3f	To what extent do considerations of family assets in financial aid programs result in inequities in who receives aid?
General Postsecondary	3a, 3b, 3f, 12a	What are the implications of making Supplemental State Incentives Grant money from federal government available for: a. students attending either private or public institutions? b. students who cross state lines to attend college? c. use in state-sponsored work-study programs as well as grant programs?

ISSUE AREA

3. STUDENT AID

b. State Programs

Level: Community and Junior Colleges

Community & Junior Colleges	1c, 3b	To what extent are states equitable in their financial support of community colleges? To what extent do some social programs get more than education?
Community & Junior Colleges	3a, 3b, 3e, 12c	To what extent are part-time students discriminated against in federal and state student aid programs, regardless of their family income?
Community & Junior Colleges	2, 3a, 3b, 8	To what extent does the absence of sufficiently trained administrators and adequate numbers of support staff contribute to the poor functioning of adequate financial aid programs in two-year colleges?
DATA ELEMENTS:		o Staffing and facilities for financial aid offices.
Community & Junior Colleges	3a, 3b, 12	To what extent do community college students need financial aid as compared to students at other institutions?
DATA ELEMENTS:		o Students' age, place of residence, marital status, dependency on parents, family income, commuting costs, part-time or full-time status, child care facilities.

ISSUE AREA

3. STUDENT AID

b. State Programs

Level: Colleges & Universities - Undergraduate

Colleges & Universities Undergraduate	3a, 3b, 10a	How can federal and state programs be coordinated?
Colleges & Universities Undergraduate	1c, 3b	What are the considerations involved in state aid to higher education?
Colleges & Universities Undergraduate	3a, 3b, 4d	What form of student financial support (state and federal) are more effectual in terms of college completion, i.e., loans, grants, work-study?
Colleges & Universities Undergraduate	3a, 3b, 3c, 4d	What are the implications of student attrition rates for student aid programs?

ISSUE AREA

3. STUDENT AID

b. State Programs

Level: Graduate and Professional

Graduate & Professional	3b, 3c, 7	How can postsecondary institutions (or state governments) encourage qualified persons from nontraditional groups (low-income families, women, and adults) to participate in advanced education?

ISSUE AREA

3. STUDENT AID

c. Institutional Programs

Level: General Postsecondary

General Postsecondary	3a, 3c, 10a	To what extent should the federal government consolidate federal money for student aid within an institution?
General Postsecondary	3a, 3b, 3c, 10a	To what extent is it possible for state, student aid agencies, institutions, and the general public to work together: a. to develop a single aid application form and needs-analysis system for all federal programs? b. develop grants announcement dates early enough to work out entire aid packages? c. design student aid programs that fit the needs of the institution?

ISSUE AREA

3. STUDENT AID

c. Institutional Programs

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	3a, 3c, 10a	To what extent have institutions supplied adequate data on which to base new financial aid programs or redesign old ones?
Colleges & Universities Undergraduate	3c	How are private universities effected by the federal aid system?
Colleges & Universities Undergraduate	3c	What are the advantages and disadvantages of institutional aid as opposed to student aid?
Colleges & Universities Undergraduate	1d, 1f, 3c, 4b, 8, 12	How do financial troubles of the colleges affect students (in terms of raised tuition, lower student aid, reduction of student-backed programs and reforms, and layoffs of popular faculty members)?
Colleges & Universities Undergraduate	1d, 1f, 3c, 4b, 8, 12	To what extent are minority students disproportionally affected by financial troubles of colleges?
Colleges & Universities Undergraduate	3a, 3b, 3c, 4d	What are the implications of student attrition rates for student aid programs?

ISSUE AREA

3. STUDENT AID

c. Institutional Programs

Level: Graduate and Professional

Graduate & Professional	3b, 3c, 7	How can postsecondary institutions (or state governments) encourage qualified persons from nontraditional groups (low-income families, women, and adults) to participate in advanced education?

ISSUE AREA

3. STUDENT AID

e. Selective Entitlement

Level: General Postsecondary

General Postsecondary	3e, 10a	To what extent have federal programs been successful in matching resources to needs in postsecondary education?
General Postsecondary	3a, 3e, 11b	Are home study students entitled to federal aid?

ISSUE AREA

3. STUDENT AID

e. Selective Entitlement

Level: Community and Junior Colleges

Community & Junior Colleges	3a, 3b, 3e, 12c	To what extent are part-time students discriminated against in federal and state student aid programs, regardless of their family income?

ISSUE AREA

3. STUDENT AID

f. Who Benefits

Level: General Postsecondary

General Postsecondary	3a, 3f, 10a	How should student aid laws be written so that community college students have a full opportunity to participate, yet take into account factors such as lower tuition in community colleges and equal nontuition costs for community college students?
General Postsecondary	3a, 3b, 3f	To what extent do considerations of family assets in financial aid programs result in inequities in who receives aid?
General Postsecondary	3a, 3b, 3f, 12a	What are the implications of making Supplemental State Incentives Grant money from federal government available for: a. students attending either private or public institutions? b. students who cross state lines to attend college? c. use in state-sponsored work-study programs as well as grant programs?
General Postsecondary	3a, 3f, 10a	To what extent should federal aid: a. help meet nontuition expenses of attending college? b. focus on students whose family income is below the national median?
General Postsecondary	3a, 3f, 3g	To what extent are recent government efforts and regulations more punitive to students in default than to proprietary schools?
General Postsecondary	3a, 3f	How can clear statements about purposes and benefits of federal programs improve decision making about participation?
General Postsecondary	3a, 3f, 11b	What is the relationship of federal assistance programs to home study education programs? a. Do they promote or hamper such educational methods?
General Postsecondary	3a, 3f, 10a	To what extent should federally guaranteed student loans be necessary and how should the program be administered?

ISSUE AREA

3. STUDENT AID

f. Who Benefits

Level: Community & Junior Colleges

Community & Junior Colleges	3f	What obligations do community colleges have to veterans and other students with financial assistance to keep them fully informed about benefits?

ISSUE AREA

3. STUDENT AID

f. Who Benefits

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	3a, 3f	To what extent should older students or students living away from home be eligible for Basic Economic Opportunity Grants?
Colleges & Universities Undergraduate	3f	If middle class students receive more student aid than at present, what will be the effect on needy black students?
Colleges & Universities Undergraduate	3f	How does the role of government financing of higher education threaten the balance between opportunity for all and maximum opportunity for the most able?

ISSUE AREA

3. STUDENT AID

g. Default Rates on Loans

Level: General Postsecondary

General Postsecondary	3a, 3f, 3g	To what extent are recent government efforts and regulations more punitive to students in default than to proprietary schools?
General Postsecondary	3a, 3g, 10a	What should be the basic purpose of the student loan program and what should be the specific federal role?
General Postsecondary	3a, 3g	To what extent has the Federal Insured Student Loan program contributed to abuses by proprietary schools?
General Postsecondary	3a, 3g	To what extent are Federal Insured Student Loan defaults to be blamed on irresponsible or high-risk students or on uncontrollable factors like a bad job market?

ISSUE AREA

3. STUDENT AID

g. Default Rates on Loans

Level: Colleges & Universities Undergraduate

Colleges & Universities Undergraduate	3g, 4d	How are loan default rates influenced by attrition and retention?
Colleges & Universities Undergraduate	1c, 3g	What type of government financial aid programs are necessary to maintain equality of access while not sacrificing the needs of one group to satisfy the needs of another?
Colleges & Universities Undergraduate	3a, 3g, 10a	To what extent will the high loan default rate jeopardize federal loan programs?
Colleges & Universities Undergraduate	3a, 3g, 10a	To what extent have students abused federal financial aid programs?

ISSUE AREA

4. CURRICULUM AND PROCESS

Level: General Postsecondary

General Postsecondary	2, 4, 11	Is the communiversity a viable concept in planning and formulating of alternatives for future postsecondary education?
DATA ELEMENTS:		o How does it function? o How is it coordinated around the workplace, the learner, and the institutions involved? o How does it help students acquire a clearer self-understanding and identify available educational options (e.g., guidance, educational brokering)? o What is the role of the community college in the communiversity?
General Postsecondary	4, 11	To what extent is the use of experience in learning absolutely essential to the reliable achievement of at least some learning tasks?
General Postsecondary	2, 4, 9	How should systematic assessments of education needs and desires of the people in the community be conducted?
General Postsecondary	4, 11	To what extent can nontraditional education be a strengthening factor for traditional colleges and universities?
General Postsecondary	1, 2, 4	How will the communiversity differ from traditional institutions?
General Postsecondary	4, 7, 10a	Can the educational system maintain a sensitive balance between the public demand for accountability and the learner's need for diversity and freedom of choice? How will the trend toward accountability effect curriculum options?
General Postsecondary	2, 4	In what ways have community elements been brought together into teaching consortia, and what are the advantages and disadvantages?
General Postsecondary	4	To what extent will students begin to attend postsecondary education closer to home?

4. CURRICULUM AND PROCESS
Level: General Postsecondary

General Postsecondary	4, 11	Which can better provide the educational opportunities and services necessary to meet the needs of a rapidly changing society: new organizations or existing institutions?
General Postsecondary	4	How do nontraditional programs affect traditional curriculums?
General Postsecondary	4, 9, 12	To what extent do institutions of higher education change students?
General Postsecondary	4, 11	To what extent will the movement toward lifelong learning affect the content and structure of traditional education?
General Postsecondary	2, 4	How is the college and university structure going to change by the year 2000?
General Postsecondary	2, 4	What types of schools will meet each of these functions?
General Postsecondary	4, 11	How does nontraditional education differ from traditional higher education?
General Postsecondary	2, 4	To what extent will the communiversity concept replace current higher education structures in the future?

ISSUE AREA

4. CURRICULUM AND PROCESS

Level: Community and Junior Colleges

Community & Junior Colleges	2, 4, 11	What is the educational impact of community colleges on the various clientele (adults, part-time students, students pursuing technical courses not usually offered in colleges, and traditional students coming from high school to obtain a baccalaureate degree)?
Community & Junior Colleges	1d, 2, 4, 7, 9, 11a, 11b	To what extent have community colleges: a. provided educational opportunity for all qualified? b. been responsive to local needs? c. kept costs down and enabled children from the poorest families to rise out of poverty? d. provided comprehensive education programs? e. been the leaders in continuing education?
Community & Junior Colleges	4, 11a, 11b	To what extent will the trend toward neighborhood community colleges continue during the last two decades of the 1900's? What factors will influence this trend?
Community & Junior Colleges	4, 9, 11	What is the significance of the emergence of community colleges in this country?

ISSUE AREA

4. CURRICULUM AND PROCESS

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1, 2f, 4, 7a	What changes in programs and recruitment are necessary for black colleges to survive this period of declining enrollments and persistent charges of inferiority?
Colleges & Universities Undergraduate	2, 4, 9	How do institutions of higher education fit into important community services such as health, nutrition, and psychological well-being?
Colleges & Universities Undergraduate	2, 4, 9	To what extent will industry take on education as its own responsibility?
Colleges & Universities Undergraduate	1b, 2, 4	What is the effect of federal aid on the governance, management, curriculum, and mission of private institutions?
Colleges & Universities Undergraduate	4, 4d	What are the implications of student attrition rates for institutional policy regarding curriculum and process?
Colleges & Universities Undergraduate	2, 4	What are the effects of nontraditional programs on universities and colleges?
Colleges & Universities Undergraduate	2, 4	To what extent have institutions of higher education ignored recent trends in the high school curriculum, e.g., adoption by many suburban high schools of the first two years of the college undergraduate program?
Colleges & Universities Undergraduate	4	To what extent have undergraduate colleges ignored the need for students to master the skill and art of fusing what they know with an understanding of how it is that they know?
Colleges & Universities Undergraduate	4	How should evaluation instruments for credit by examination be developed?
Colleges & Universities Undergraduate	4	To what extent does acceptance of credit from a systemwide evaluation instrument affect the local curriculum?

ISSUE AREA

4. CURRICULUM AND PROCESS

Level: Graduate and Professional

Graduate & Professional	1c, 4, 4b, 10a	What effect will state governing boards moving to end duplication of graduate programs have on black graduate schools?
Graduate & Professional	1b, 4	How will federal financial support for increasing graduate opportunities for minority students affect black graduate schools?

ISSUE AREA

4. CURRICULUM AND PROCESS

a. Grading

Level: General Postsecondary

General Postsecondary	2e, 4a, 4e, 11b	What are the programs and philosophies behind nontraditional learning?
		a. How do they function?
		b. What are their supporting assumptions?
		c. How are they maintained?
		d. What are their societal and institutional goals?
General Postsecondary	4a	To what extent should tests be the primary tool for evaluating student performance?

ISSUE AREA

4. CURRICULUM AND PROCESS

a. Grading

Level: Community and Junior Colleges

Community & Junior Colleges	4a, 11b	To what extent should community colleges move away from traditional grading practices to requiring that students master core competencies?
DATA ELEMENTS:		o Do community colleges use this approach?
		o In what proportion of classes?
		o Do credit or noncredit classes use mastery of core competencies?

ISSUE AREA

4. CURRICULUM AND PROCESS

a. Grading

Level: Colleges and Universities - Undergraduate

College & Universities Undergraduate	4a	What are the limitations of using traditional measures of student competency and skill as indicators of future performance?
College & Universities Undergraduate	4a	How valid are traditional measures of student performance in determining future competency (in the marketplace)?
College & Universities Undergraduate	2e, 4a	What institutional policy options may be developed by colleges and universities to offset the limitations of traditional student performance measures?
College & Universities Undergraduate	4a	What is the relationship between grades assigned and communication between teacher and student?
Colleges & Universities Undergraduate	4a, 4e	To what extent has contract learning (and evaluation) enhanced postsecondary institutions?
Colleges & Universities Undergraduate	4a	To what extent will stiffer grading practices affect students' satisfaction with college?
Colleges & Universities Undergraduate	4a	To what extent has the tight academic job market tended to keep academic standards lower (that is, dampened faculty members' enthusiasm for a proposed tightening of grading practices)?
Colleges & Universities Undergraduate	4a	To what extent have institutional actions (simple discussion to specific administrative changes) actually curbed grade inflation?
Colleges & Universities Undergraduate	2f, 4a, 4b	To what extent has increased student diversity in higher education resulted in a clear recognition of individual differences when evaluating student performance?

4. CURRICULUM AND PROCESS
a. Grading
Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	4a	To what extent does grade inflation erode the value of a college degree?
Colleges & Universities Undergraduate	4a, 4b	To what extent should higher education institutions award college credit based on demonstrated college-level abilities rather than requiring classroom experience?
Colleges & Universities Undergraduate	4a, 4b	What is the relationship between student free choice and grade inflation?

ISSUE AREA

4. CURRICULUM AND PROCESS

b. New Programs and Courses

Level: General Postsecondary

General Postsecondary	4b, 9b, 11b	What are the societal implications of the demise of liberal arts education and the simultaneous rise of career education?
General Postsecondary	4b, 4e, 8e, 10a	To what extent is government red tape choking the ability of education institutions to respond to change, to develop programs and policies unique to their particular geographical areas, and to enhance the creativity and individual initiative necessary for excellence?
General Postsecondary	4b, 11	What are the prospects for life-long learning in an educational system that emphasizes career education?
General Postsecondary	4b	To what extent are the colleges and university programs offered on military bases judged to be poor?
General Postsecondary	1e, 4b	Do private colleges lead the way to innovations or are they guardians of the status quo?
General Postsecondary	4b, 4e, 10a	To what extent have federal laws, rules, and regulations related to postsecondary education reduced unjustifiable discrimination in educational service offerings?
General Postsecondary	4b, 11b	To what extent is the home study program a primary educational alternative?
General Postsecondary	4b	What are the benefits of unstructured as opposed to structured learning?
General Postsecondary	4b, 11b	What nontraditional methods will institutions use to award credits (e.g., credit by examination, credit for experience, activity participation)?

4. CURRICULUM AND PROCESS
b. New Programs and Courses
Level: General Postsecondary

General Postsecondary	4b, 4e, 4f, 9b	To what extent should the following be priorities for education? a. Acknowledge that access to education can be no guarantee of individual success. b. Improve the quality of instruction. c. Respond effectively to diversity among individual learners. d. Preserve the integrity and vitality of institutions of learning.
General Postsecondary	4b, 7b	To what extent does city financial crisis affect educational reform, special educational programs, tuition increases, minority access, remedial aid, and preferential admissions?
General Postsecondary	2, 4b, 4e, 7b	To what extent does city financial crisis affect PSE admissions policy?
General Postsecondary	4b, 4d, 11	How can existing educational institutions keep abreast of a rapidly changing society and its demands for new services and opportunities?
DATA ELEMENTS:		· How have institutional services and programs evolved over the last decade? · What are the socio/economic/cultural factors contributing to major policy and program changes? · What socio/economic/cultural factors point to the demise or obsolescence of traditional policies and practices?
General Postsecondary	4b, 8	How do institutional rules on faculty overload and restrictions on funds keep universities from competing for the time of their own faculty members for teaching continuing education courses?
General Postsecondary	4b	To what extent has "education" been responding assertively and aggressively to the potential to modernize and update American education practice?

ISSUE AREA

4. CURRICULUM AND PROCESS

b. New Programs and Courses

Level: Community and Junior Colleges

Community & Junior Colleges	1e, 2f, 4b	To what extent are contractual arrangements between community colleges and proprietary schools going to expand? Would these kinds of arrangements change the financial assistance from state and local governments?
Community & Junior Colleges	4b	What responsibilities should community colleges have for educating law makers, students, and the public about the philosophic base and practical reasons for new programs and approaches to instruction?
Community & Junior Colleges	4b, 8	How does granting tenure to part-time faculty influence curriculum change and new program development?
Community & Junior Colleges	4b, 11b	What type of course offerings could be developed for nontraditional clientele?
Community & Junior Colleges	4b, 9b, 11	To what extent should the community/junior college broaden its goals from helping students obtain a degree to that of "providing every citizen the opportunity for education beyond whatever level was attained in previous schooling, whether or not the ultimate goal is that of obtaining a degree?"
DATA ELEMENTS:		o What are the benefits of traditional grading practices versus mastery of competencies for community colleges? o What are student goals?
Community & Junior Colleges	1, 2a, 4b, 8	To what extent are changes in governance, programs, and finance of community colleges over the next few decades likely to impact on the kinds of faculty members in the following categories: a. current high school model teachers? b. full-time, highly paid program managers with a corps of paraprofessionals or technicians?

4. CURRICULUM AND PROCESS
    b. New Programs and Courses
Level: Community and Junior Colleges

		c. 40-hour-a-week instructors?
		d. part-time teachers, hired on demand?
Community & Junior Colleges	4b, 11b	To what extent is credit for experiential learning likely to diminish over the next few decades?

DATA ELEMENTS:

- Number of community colleges.
- Distance students travel to class.
- Number of contracts with proprietary schools.
- Number of faculty members of various types.
- Who has say in governance (faculty, managers, etc.)?
- What kinds of educational research is funded by whom?
- What effect does this research have on types of institutions and their offerings?

ISSUE AREA

4. CURRICULUM AND PROCESS

b. New Programs and Courses

Level: Vocational/Technical

Vocational Technical	4b	What are the vocational education needs of society and students, and what program changes are needed to meet these needs?
Vocational Technical	4b	To what extent do vocational education programs and/or program locations need to be expanded to more communities?
DATA ELEMENTS:		o How many vocational education students have gone into business as a result of the class? How many jobs have been developed in the community as a result?
Vocational Technical	2, 4b	How can vocational education: a. provide technical assistance and training programs for industry? b. encourage industrial development in a community? c. assist in the development of community development corporations?

ISSUE AREA

4. CURRICULUM AND PROCESS

b. New Programs and Courses

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	4b, 4e	Will the emphasis on basic skills detract from or add to complex learning skills? a. To what extent are parents, politicians, and critics of academia demanding a return to basics in communication skills? b. What is the relationship between good writing ability and sound critical thinking? c. What is the relationship between basic skills in education and critical thinking? d. What is the relationship between a return to basic skills and the curriculum policy of institutions?
Colleges & Universities Undergraduate	4b, 4c, 4d, 4e, 4f	What are the advantages/disadvantages of public versus private higher education to the students?
DATA ELEMENTS:		o Student personal growth, satisfaction, student/faculty relationships, involvement in educational programs, implementation of career plans upon graduation, variety of courses offered, social life.
Colleges & Universities Undergraduate	4b, 4e, 4f	To what extent is the trend to increase an institution's size an advantage or disadvantage in increasing ability to serve a diverse constituency, decreasing costs per pupil, and increasing personal growth of students and student achievement and involvement in education?
Colleges & Universities Undergraduate	1e, 4b, 9d	What is the impact of private higher education on the development of special educational programs that contribute to diversity of educational opportunities?

4. CURRICULUM AND PROCESS

b. New Programs and Courses

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1d, 1f, 3c, 4b, 8, 12	How do financial troubles of the colleges affect students (in terms of raised tuition, lower student aid, reduction of student-backed programs and reforms, and layoffs of popular faculty members)?
Colleges & Universities Undergraduate	4a, 4b	To what extent should higher education institutions award college credit based on demonstrated college-level abilities rather than requiring classroom experience?
Colleges & Universities Undergraduate	4b	To what extent should institutions facilitate transferability of equivalency credit?
Colleges & Universities Undergraduate	4b	To what extent will providing equivalency credit change course loads of students?
Colleges & Universities Undergraduate	4b	What limits should be placed on the amount of credit obtainable without classroom experience?
Colleges & Universities Undergraduate	1d, 1f, 3c, 4b, 8, 12	To what extent are minority students disproportionally affected by financial troubles of colleges?
Colleges & Universities Undergraduate	4b	To what extent are special programs for blacks at white colleges meeting the needs of black students?
Colleges & Universities Undergraduate	4b, 11b, 11d	To what extent could a responsiveness to the in-service needs of practitioners and the inclusion of teachers in the planning of their education change the structure of schools of education?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9a, 9b, 9c, 9d	How can liberal arts education competencies be validated?
Colleges & Universities Undergraduate	4b	How can more effective integration of liberal and professional education be achieved?

4. CURRICULUM AND PROCESS

b. New Programs and Courses

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	4b	How can learning contracts be integrated with the American system of higher education?
Colleges & Universities Undergraduate	4b	What effect do learning contracts have on student performance and standards?
Colleges & Universities Undergraduate	4b	To what extent do colleges currently require a core curriculum or a "free elective" system?
Colleges & Universities Undergraduate	4b	Should a common core curriculum be required for all students?
Colleges & Universities Undergraduate	4b	To what extent should the common core curriculum cover our common heritage in the past, challenges of a common present heritage and alternatives for the future?
Colleges & Universities	1f, 4b	To what extent will the development of programs uniting liberal and vocational education increase the survival opportunity of colleges?
Colleges & Universities Undergraduate	4a, 4b	What is the relationship between student free choice and grade inflation?
Colleges & Universities Undergraduate	4b, 4e	To what extent have student free choice curriculum and personal goals resulted in a breakdown of the core curriculum?
Colleges & Universities Undergraduate	4b, 4e	What should be the curriculum of general education, i.e., what the student ought to know?
Colleges & Universities Undergraduate	2f, 4a, 4b	To what extent has increased student diversity in higher education resulted in a clear recognition of individual differences when evaluating student performance?
Colleges & Universities Undergraduate	4b	To what extent has open education (equal access) resulted in an increased emphasis on lifelong learning in higher education?

4. CURRICULUM AND PROCESS

b. New Programs and Courses

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	2, 4b, 8	To what extent will faculty time be required in developing and maintaining a credit by examination system?
Colleges & Universities Undergraduate	4b, 10a	What counseling services and alternatives can be implemented by institutions to comply with Section 504 of the Rehabilitation Act?
Colleges & Universities Undergraduate	4b, 9b	To what extent are these new programs truly a response to student demands?
Colleges & Universities Undergraduate	2f, 4b, 7a	To what extent are these new programs a ploy to attract more students in a competitive market?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9a, 9b, 9c, 9d	What is the relationship between competency-based teacher and vocational education and competency-based liberal education?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	How can liberal education be defined in process outcomes or competencies?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	What competencies crucial to undergraduates do the academic disciplines offer?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9a, 9b, 9c, 9d	How can competency-based education make colleges and universities more accountable for the claims they make to students for the ways in which they spend public money?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	How can competency-based education prove or validate that an undergraduate is competent and prepared for the outside world?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	To what extent does competency-based education represent a trivialization and mechanization of the educational process?
Colleges & Universities Undergraduate	4b, 4e	To what extent are stronger measures needed to protect the academic quality of summer-session programs?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	To what extent does competency-based education constitute a major reform in liberal education?

4. CURRICULUM AND PROCESS

b. New Programs and Courses

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	4b, 9a	To what extent have new programs in education attracted more students than traditional teacher training programs?
Colleges & Universities Undergraduate	4b, 9a	To what extent have these new programs, and the resulting nonteaching degrees, made candidates more employable?
Colleges & Universities Undergraduate	2g, 4b	To what extent and why is planning (especially by committee) crucial to making all programs available to handicapped students?

ISSUE AREA

4. CURRICULUM AND PROCESS

b. New Programs and Courses

Level: Graduate and Professional

Graduate & Professional	4b, 10a	To what extent should nontraditional graduate programs be limited to their own state boundaries?
Graduate & Professional	4b, 10a	How should states regulate such interstate nontraditional graduate programs?
Graduate & Professional	2, 4b, 4e, 7a, 7c	To what extent can black graduate institutions strengthen their programs to compete with other major institutions?
Graduate & Professional	1c, 4, 4b, 10a	What effect will state governing boards moving to end duplication of graduate programs have on black graduate schools?
Graduate & Professional	4b, 10b	To what extent should graduate school organizations assume a more independent and assertive role in Washington on behalf of graduate education?
Graduate & Professional	4, 4b	To what extent have nontraditional programs and external degrees lowered graduate school standards?
Graduate & Professional	4b, 10a	To what extent should deans seek regional planning and reciprocal arrangements to offset increasing competition for students and funds?
Graduate & Professional	4b, 4d, 4e	To what extent have white graduate schools been able to deal with special education and social problems of minority students?
Graduate & Professional	2d, 4b	To what extent should accreditation agencies review nontraditional off-campus graduate programs?
Graduate & Professional	4b	To what extent should establishment and maintenance of graduate programs be dependent on maintaining a minimum number of students?

4. CURRICULUM AND PROCESS
b. New Programs and Courses
Level: Graduate and Professional

Graduate & Professional	4b	To what extent should master's and doctoral programs be replicated in every metropolitan area within a state?
Graduate & Professional	2, 4b	To what extent should off-campus programs be established within the geographic area of other institutions?
Graduate & Professional	2d, 4b	How can nontraditional programs be evaluated?

ISSUE AREA

4. CURRICULUM AND PROCESS

c. Preparation for Employment

Level: Community and Junior Colleges

Community & Junior Colleges	4c, 9a, 11	How should coordination of youth service agencies be handled?
Community & Junior Colleges	4c	How have community colleges dealt with the conflicting vocational and occupational approaches to education?
Community & Junior Colleges	4c, 11	What role can the community college play in developing a comprehensive plan or program that would help youth in the transition to adulthood?

ISSUE AREA

4. CURRICULUM AND PROCESS

c. Preparation for Employment

Level: Vocational/Technical

Vocational Technical	4c	How would new patterns for linking education and work over an extended period of years help youth in the transition?

ISSUE AREA

4. CURRICULUM AND PROCESS

c. Preparation for Employment

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	2, 4c, 4e, 9b, 9c, 9d	To what extent should the future of higher education be decided on moral grounds based on the following propositions: a. that higher education contributes to the cognitive and affective qualities and the practical competence of people as individuals and is therefore conducive to their full development as human beings? b. that higher education enhances the quality of social life in many ways? c. that the number of persons who could benefit from higher education greatly exceeds the number who now partake of it, especially if innovative programs suited to diverse clienteles were available?
Colleges & Universities Undergraduate	2, 4c, 4e, 9b, 9c, 9d	How will the following increase pressure for open access to higher education: a. reduction of traditional enrollments? b. unemployment of uneducated youth? c. natural resource depletion and pollution?
Colleges & Universities Undergraduate	4c	To what extent are students presently enrolled in colleges career-minded?
Colleges & Universities Undergraduate	4c	To what extent are liberal arts majors as a subgroup employable over professional graduates?
Colleges & Universities Undergraduate	4c, 9a, 9c	What is the relationship between the demand by employers of certain majors and the supply of students in these majors?
Colleges & Universities Undergraduate	1b, 4c, 9a, 10a	To what extent should the federal government provide funding to colleges and universities for expansion of career counseling services?

4. CURRICULUM AND PROCESS
c. Preparation for Employment
Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	4c, 9a	What can the liberal arts undergraduate do, while in college, so that employment options will be available upon graduation?
Colleges & Universities Undergraduate	4c, 9a, 9c	How has the present tight economy influenced employment possibilities for undergraduates?
Colleges & Universities Undergraduate	4b, 4c, 4d, 4e, 4f	What are the advantages/disadvantages of public versus private higher education to the students?
DATA ELEMENTS:		o Student personal growth, satisfaction, student/faculty relationships, involvement in educational programs, implementation of career plans upon graduation, variety of courses offered, social life.
Colleges & Universities Undergraduate	4c, 7c	To what extent will mass access to higher education lead to an overpopulation in the professions?
Colleges & Universities Undergraduate	4c, 4d, 4e, 4f	What are the advantages and disadvantages to students of single sex versus coeducational colleges (academic involvement, faculty interaction, self-esteem, career plans, starting salaries, leadership, completion of degrees, aspiration to higher degrees, social life)?
Colleges & Universities Undergraduate	4c, 9b	To what extent have the relationships of education and work been underemphasized and/or misrepresented in college and universities?
Colleges & Universities Undergraduate	2e, 4c	To what extent has the goal of education (e.g., to purvey a general education along with specialized training) been lost in the goal of getting a self-sustaining job?
Colleges & Universities Undergraduate	4c, 7c	To what extent has the homogenization of students and faculty resulted in a downward trend in academic standards?

ISSUE AREA

4. CURRICULUM AND PROCESS

c. Preparation for Employment

Level: Graduate and Professional

Graduate & Professional	4c, 9b	What is the responsibility of the institution in guiding students in advanced study coursework in response to the job market?
Graduate & Professional	4c	To what extent should graduate programs change their emphasis on teaching to an emphasis that will be easily adaptable to a wide range of jobs?

ISSUE AREA

4. CURRICULUM AND PROCESS

d. Retention

Level: General Postsecondary

General Postsecondary	4b, 4d, 11	How can existing educational institutions keep abreast of a rapidly changing society and its demands for new services and opportunities?
DATA ELEMENTS:		o How have institutional services and programs evolved over the last decade? o What are the socio/economic/cultural factors contributing to major policy and program changes? o What socio/economic/cultural factors point to the demise or obsolescence of traditional policies and practices?
General Postsecondary	4d, 4f, 7a, 12	To what extent do institutions of higher education differ because of the characteristics of students they attract, recruit, and retain?

ISSUE AREA

4. CURRICULUM AND PROCESS

d. Retention

Level: Community and Junior Colleges

Community & Junior Colleges	2g, 4d, 4f	To what extent do lack of residential facilities, difficulty in transferring to four-year colleges, and low student involvement in campus life deter the traditional student in a community college from completing a baccalaureate degree?
Community & Junior Colleges	4d, 7c	To what extent have community colleges resulted in expansion of educational opportunity and completion of degree goals?

ISSUE AREA

4. CURRICULUM AND PROCESS

d. Retention

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	4d	What are the social, economic, and institutional variables that influence student retention and withdrawal: a. academic failure? b. poor match between student and institution or program? c. lack of money? c. motivational climate of the family?
Colleges & Universities Undergraduate	4d	What would be the impact of expanding student employment programs on attrition rates?
Colleges & Universities Undergraduate	4b, 4c, 4d, 4e, 4f	What are the advantages/disadvantages of public versus private higher education to the students?
DATA ELEMENTS:		o Student personal growth, satisfaction, student/faculty relationships, involvement in educational programs, implementation of career plans upon graduation, variety of courses offered, social life.
Colleges & Universities Undergraduate	4c, 4d, 4e, 4f	What are the advantages and disadvantages to students of single sex versus coeducational colleges (academic involvement, faculty interaction, self-esteem, career plans, starting salaries, leadership, completion of degrees, aspiration to higher degrees, social life)?
Colleges & Universities Undergraduate	4, 4d	What are the implications of student attrition rates for institutional policy regarding curriculum and process?
Colleges & Universities Undergraduate	3a, 3b, 4d	What form of student financial support (state and federal) are more effectual in terms of college completion, i.e, loans, grants, work-study?

4. CURRICULUM AND PROCESS
d. Retention
Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1d, 1f, 4d, 9	What is the financial loss to an institution when a student drops out?
Colleges & Universities Undergraduate	3a, 3b, 3c, 4d	What are the implications of student attrition rates for student aid programs?
Colleges & Universities Undergraduate	3g, 4d	How are loan default rates influenced by attrition and retention?
Colleges & Universities Undergraduate	4d, 4f	What institutional factors account for the variations in attrition rates between public and private institutions?

ISSUE AREA

4. CURRICULUM AND PROCESS

d. Retention

Level: Graduate and Professional

Graduate & Professional	4d	What can be done to encourage the continuation of graduate education during the difficult years ahead?
Graduate & Professional	4b, 4d, 4e	To what extent have white graduate schools been able to deal with special education and social problems of minority students?
Graduate & Professional	4d, 4e	To what extent do black medical schools provide black students with more attention and encouragement (i.e., greater retention) than white medical schools?

ISSUE AREA

4. CURRICULUM AND PROCESS

e. Quality

Level: General Postsecondary

General Postsecondary	4b, 4e, 4f, 9b	To what extent should the following be priorities for education: a. acknowledge that access to education can be no guarantee of individual success? b. improve the quality of instruction? c. respond effectively to diversity among individual learners? d. preserve the integrity and vitality of institutions of learning?
General Postsecondary	2, 4b, 4e, 7b	To what extent do city financial crises affect PSE admissions policy?
General Postsecondary	4e, 4f	To what extent are students thwarted or given unrealistic aspirations by failure of instructors to recognize unequal aptitudes?
General Postsecondary	4e, 10a	To what extent has postsecondary education excellence and an informed citizenry been supported as national goals?
General Postsecondary	4e, 4f,	To what extent is technology likely to make learning inhumane instead of an emotional human activity?
General Postsecondary	4e, 4f, 8	To what extent is technology likely to make education more humane by freeing teachers from work man-machine systems can do, thus permitting more teacher-student interactions?
General Postsecondary	2d, 4e	To what extent do standards differ between traditional and nontraditional programs?
General Postsecondary	2d, 4e	What system of accreditation can be employed to assure both maintenance of nontraditional academic standards and innovation?

4. CURRICULUM AND PROCESS
 e. Quality
Level: General Postsecondary

General Postsecondary	2e, 4a, 4e, 11b	What are the programs and philosophies behind nontraditional learning? a. How do they function? b. What are their supporting assumptions? c. How are they maintained? d. What are their societal and institutional goals?
General Postsecondary	4b, 4e, 10a	To what extent have federal laws, rules, and regulations related to postsecondary education reduced unjustifiable discrimination in educational service offerings?
General Postsecondary	4e, 9b, 10a, 12	To what extent should the federal government assure that students get better information about their choices in postsecondary education and actually receive what they are told they will receive for their money?
General Postsecondary	4b, 4e, 8e, 10a	To what extent is government red tape choking the ability of educational institutions to respond to change, to develop programs and policies unique to their particular geographical areas, and to enhance the creativity and individual initiative necessary for excellence?
General Postsecondary	4e, 5b, 9b, 10a	To what extent are the federal government's efforts related to research leading to goals of equity, efficiency, and effectiveness in postsecondary education?
General Postsecondary	4e, 9b, 10a	How is the federal government assuring quality outputs of the educational system, particularly in the area of postsecondary education?
General Postsecondary	2e, 4e, 7b	What is the relationship between open affirmative admission policies and relaxation of graduation standards?
General Postsecondary	4e	To what extent should the federal agency be responsible for improving quality control of postsecondary educational programs?

4. CURRICULUM AND PROCESS
e. Quality
Level: General Postsecondary

General Postsecondary	4e	What is the relationship of dissemination of information about the condition of education in the states and bettering the "plight" of consumers of education?
General Postsecondary	4e, 9c	What impact does institutional quality have on the lifetime earnings of students?
General Postsecondary	4e, 4f, 9b, 12a	How do different modes of residential living affect the learning and personal development of students?
General Postsecondary	4e, 9, 12,	What is the relationship between student learning ability and characteristics of the institution?
General Postsecondary	4e, 4f, 9b, 12	To what extent do small institutions (and/or liberal arts institutions), other things being equal, produce more desirable student changes than large institutions?
General Postsecondary	4e, 11b, 11d	How can professional associations that are directing continuing education programs cooperate with universities to improve educational practices?
General Postsecondary	2d, 4e	To what extent will some form of accreditation improve the quality of continuing education programs?

ISSUE AREA

4. CURRICULUM AND PROCESS

e. Quality

Level: Community and Junior Colleges

Community & Junior Colleges	2a, 2b, 2c, 4e	What are the problems and issues that researchers should address: a. fiscal management and cost analysis? b. long-range planning? c. institutional accountability? d. institutional goal assessment? e. community needs assessment and college impact? f. need for program evaluation? g. data and information management? h. student characteristics?
Community & Junior Colleges	2e, 4e	What are the pressures being experienced by community colleges in the areas of accountability and evaluation?
Community & Junior Colleges	4e, 6b	What are the legal implications of the movement for educational accountability and consumerism?
DATA ELEMENTS:		o Sources of (new) pressures for student protection (federal regulation, congressional legislation, national projects, etc.). o Pending suits, past/recent court rulings. o Legal issues involved: educational malpractice, due process, and equal protection.
Community & Junior Colleges	2e, 4e, 4f	With regard to the interface between colleges and universities and their local environment: what is the responsibility of the institution to its students?

4. CURRICULUM AND PROCESS
e. Quality
Level: Community and Junior Colleges

Community & Junior Colleges	2b, 4e, 8d	What are the advantages and disadvantages of collective bargaining to: a. the institution (e.g., slowing down president's decision-making processes, limiting innovations to be introduced, putting strain on faculty members)? b. faculty (making grievances easier to handle, making president aware of grievances)? c. the student (improvement in instruction, etc.)?

ISSUE AREA

4. CURRICULUM AND PROCESS

e. Quality

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	2, 4c, 4e, 9b, 9c, 9d	To what extent should the future of higher education be decided on moral grounds based on the following propositions: a. that higher education contributes to the cognitive and affective qualities and the practical competence of people as individuals and is therefore conducive to their full development as human beings? b. that higher education enhances the quality of social life in many ways? c. that the number of persons who could benefit from higher education greatly exceeds the number who now partake of it, especially if innovative programs suited to diverse clienteles were available?
Colleges & Universities Undergraduate	2, 4c, 4e, 9b, 9c, 9d	How will the following increase pressure for open access to higher education: a. reduction of traditional enrollments? b. unemployment of uneducated youth? c. natural resource depletion and pollution?
Colleges & Universities Undergraduate	4e, 12a	To what extent do "commuter institutions," by minimizing the disruption in students' outside life, decrease the students' involvement in the educational process?
Colleges & Universities Undergraduate	2e, 4e	How can the institution insure that students become versed in the affective as well as the cognitive dimensions?
Colleges & Universities Undergraduate	4b, 4e	To what extent have student free choice curriculum and personal goals resulted in a breakdown of the core curriculum?
Colleges & Universities Undergraduate	1e, 4e	What are the advantages of maintaining the private university sector in terms of quality education?

4. CURRICULUM AND PROCESS

e. Quality

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1, 4e	What can private colleges do better than public institutions?
Colleges & Universities Undergraduate	4e, 9	To what extent has increased educational equality, through alteration in standards, lessened our confidence in education?
Colleges & Universities Undergraduate	4c, 4d, 4e, 4f	What are the advantages and disadvantages to students of single sex versus coeducational colleges (academic involvement, faculty interaction, self-esteem, career plans, starting salaries, leadership, completion of degrees, aspiration to higher degrees, social life)?
Colleges & Universities Undergraduate	4e, 7c	To what extent does attaining increased educational equality compromise educational quality?
Colleges & Universities Undergraduate	2a, 4e	How does the presence of private higher education as competition improve the quality of undergraduate and graduate programs in public universities?
Colleges & Universities Undergraduate	4b, 4e	Will the emphasis on basic skills detract from or add to complex learning skills? a. To what extent are parents, politicians, and critics of academia demanding a return to basics in communication skills? b. What is the relationship between good writing ability and sound critical thinking? c. What is the relationship between basic skills in education and critical thinking? d. What is the relationship between a return to basic skills and the curriculum policy of institutions?
Colleges & Universities Undergraduate	1f, 4e, 8a	To what extent is the financial condition of higher education going to result in an older and "static faculty" and therefore decrease the institutions' ability to accommodate to change?

4. CURRICULUM AND PROCESS

e. Quality

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	4e, 4f	To what extent are black colleges more successful than white colleges in meeting needs of black students? a. To what extent is training in all fields available at both types of colleges? b. To what extent do these types of colleges succeed in retaining students (black and white) to degree attainment? c. To what extent are black role models available? d. To what extent are colleges encouraging educational relationships of instructors and students?
Colleges & Universities Undergraduate	4e, 4f	To what extent is the lack of black role models in significant leadership positions a "special" education need?
Colleges & Universities Undergraduate	4e, 4f	To what extent are the unmet needs of black students similar to those of nonmainstream students in general?
Colleges & Universities Undergraduate	4e, 9	To what extent is educational opportunity equivalent in different types of institutions?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	To what extent does competency-based education represent a trivialization and mechanization of the educational process?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	What competencies crucial to undergraduates do the academic disciplines offer?
Colleges & Universities Undergraduate	4b, 4e	To what extent are stronger measures needed to protect the academic quality of summer-session programs?
Colleges & Universities Undergraduate	4e, 4f, 10a, 12	To what extent will 504 regulations result in a "separate but equal" educational policy for handicapped students?

4. CURRICULUM AND PROCESS

e. Quality

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	To what extent does competency-based education constitute a major reform in liberal education?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9a, 9b, 9c, 9d	How can competency-based education make colleges and universities more accountable for the claims they make to students for the ways in which they spend public money?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9a, 9b, 9c, 9d	How can liberal arts education competencies be validated?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	How can competency-based education prove or validate that an undergraduate is competent and prepared for the outside world?
Colleges & Universities Undergraduate	2f, 4e	To what degree are summer-session directors mainly preoccupied with the number of students they can enroll?
Colleges & Universities Undergraduate	1e, 1f, 2a, 4e, 10	To what extent have public policies doomed some institutions to weakness in spite of being well-managed and educationally effective?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	How can liberal education be defined in process outcomes or competencies?
Colleges & Universities Undergraduate	4e	To what extent have experimentation and innovations in summer-session programs hurt the quality of program offerings?
Colleges & Universities Undergraduate	4e	How widespread is the belief that summer sessions are nothing more than a recreational escape from the rigors of true scholarship?
Colleges & Universities Undergraduate	2d, 4e	To what extent has a decrease in the quality of summer-session programs led to new accrediting policies?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9a, 9b, 9c, 9d	What is the relationship between competency-based teacher and vocational education and competency-based liberal education?
Colleges & Universities Undergraduate	4e	To what extent has summer-session competition for students led to a reduction in academic quality?

4. CURRICULUM AND PROCESS

e. Quality

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	2, 4e	What has been the effect of the expansion of year-round continuing education or summer-session programs?
Colleges & Universities Undergraduate	4b, 4c, 4d, 4e, 4f	What are the advantages/disadvantages of public versus private higher education to the students?
DATA ELEMENTS:		• Student personal growth, satisfaction, student/faculty relationships, involvement in educational programs, implementation of career plans upon graduation, variety of courses offered, social life.
Colleges & Universities Undergraduate	4b, 4e, 4f	To what extent is the trend to increase an institution's size an advantage or disadvantage in increasing ability to serve a diverse constituency, decreasing costs per pupil, and increasing personal growth of students and student achievement and involvement in education?
Colleges & Universities Undergraduate	4e	Is the declining quality of higher education caused by poor financing or inefficient productivity?
Colleges & Universities Undergraduate	4a, 4e	To what extent has contract learning (and evaluation) enhanced postsecondary institutions?
Colleges & Universities Undergraduate	4e	How can quality and diversity in higher education be promoted in an environment of limited resources?
Colleges & Universities Undergraduate	4b, 4e	What should be the curriculum of general education, i.e., what a student ought properly to know?

ISSUE AREA

4. CURRICULUM AND PROCESS

e. Quality

Level: Graduate and Professional

Graduate & Professional	4e	To what extent should opinions of deans and department chairpersons be used as the basis for determining the quality of academic institutions?
Graduate & Professional	4e	To what extent will ratings of institutions differ if based on a broader range of practicing scholars (or if the questions are asked differently)?
Graduate & Professional	4e, 5	To what extent are faculty research competence and educational attractiveness to students useful yardsticks for rating quality of academic institutions?
DATA ELEMENTS:		o Measures of faculty research competence (number of publications, books, citations, etc.). o Measures of attractiveness to students, accessability of faculty, curricula, innovative programs, library resources, quality of students, "effective professional" environment.
Graduate & Professional	4e, 4f	To what extent should ratings of quality of academic institutions be positively related with size (number of students)?
Graduate & Professional	4e	What are the values of national rankings of educational institutions?
Graduate & Professional	4e	How can the quality of education, law and business schools be measured and compared?
Graduate & Professional	4e	What is the correlation between a public or a private school and quality?
Graduate & Professional	4e, 10	What standards should be maintained by the state for off-campus graduate education courses?
Graduate & Professional	4d, 4e	To what extent do black medical schools provide black students with more attention and encouragement (i.e., greater retention) than white medical schools?

4. CURRICULUM AND PROCESS
e. Quality
Level: Graduate and Professional

Graduate & Professional	2, 4e, 4f	To what extent can graduate programs in different institutions in the same geographic region work together to offer more comprehensive, higher quality programs?
Graduate & Professional	4e	To what extent will concern over the declining academic ability of secondary school students affect higher education?
Graduate & Professional	4e, 11	To what extent can graduate education be improved by nontraditional techniques (e.g., better utilization of community resources and moving off campus)?
Graduate & Professional	4b, 4d, 4e	To what extent have white graduate schools been able to deal with special education and social problems of minority students?
Graduate & Professional	2, 4b, 4e, 7a, 7c	To what extent can black graduate institutions strengthen their programs to compete with other major institutions?
Graduate & Professional	4b, 4e	To what extent have nontraditional programs and external degrees lowered graduate school standards?
Graduate & Professional	4e	How should graduate schools be ranked and evaluated for quality?

ISSUE AREA

4. CURRICULUM AND PROCESS

f. Climate and Environment

Level: General Postsecondary

General Postsecondary	4b, 4e, 4f, 9b	To what extent should the following be priorities for education: a. acknowledge that access to education can be no guarantee of individual success? b. improve the quality of instruction? c. respond effectively to diversity among individual learners? d. preserve the integrity and vitality of institutions of learning?
General Postsecondary	4e, 4f	To what extent are students thwarted or given unrealistic aspirations by failure of instructors to recognize unequal aptitudes?
General Postsecondary	2, 4f	To what extent will the cultural and institutional resources of a community be utilized in developing postsecondary educational institutions of the future?
General Postsecondary	4e, f	To what extent is technology likely to make learning inhumane instead of an emotional human activity?
General Postsecondary	4f, 8	How will class size and faculty salary change as a result of the new higher education environment?
General Postsecondary	4f	To what extent is our society witnessing a dramatically decreased sense of community?
General Postsecondary	4e, 4f, 9b, 12	To what extent do small institutions (and/or liberal arts institutions) other things being equal, produce more desirable student changes than large institutions?
General Postsecondary	4d, 4f, 7a, 12	To what extent do institutions of higher education differ because of the characteristics of students they attract, recruit, and retain?

4. CURRICULUM AND PROCESS
f. Climate and Environment
Level: General Postsecondary

General Postsecondary	4e, 4f, 9b, 12a	How do different modes of residential living affect the learning and personal development of students?
General Postsecondary	4e, 4f, 8	To what extent is technology likely to make education more humane by freeing teachers from work man-machine systems can do, thus permitting more teacher-student interactions?

ISSUE AREA

4. CURRICULUM AND PROCESS

f. Climate and Environment

Level: Community and Junior Colleges

Community & Junior Colleges	2e, 4e, 4f	With regard to the interface between colleges and universities and their local environment: a. What is the responsibility of the institution to its students?
Community & Junior Colleges	2g, 4d, 4f	To what extent do lack of residential facilities, difficulty in transferring to four-year colleges, and low student involvement in campus life deter the traditional student in a community college from completing a baccalaureate degree?

ISSUE AREA

4. CURRICULUM AND PROCESS

f. Climate and Environment

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	4f, 12	What are the special education needs of black students, and how can these needs be met by institutions of higher education?
Colleges & Universities Undergraduate	4e, 4f	To what extent are black colleges more successful than white colleges in meeting needs of black students?
		a. To what extent is training in all fields available at both types of colleges?
		b. To what extent do these types of colleges succeed in retaining students (black and white) to degree attainment?
		c. To what extent are black role models available?
		d. To what extent are colleges encouraging educational relationships of instructors and students?
Colleges & Universities Undergraduate	4e, 4f	To what extent is the lack of black role models in significant leadership positions a "special" education need?
Colleges & Universities Undergraduate	4e, 4f	To what extent are the unmet needs of black students similar to those of nonmainstream students in general?
Colleges & Universities Undergraduate	4f	To what extent should higher education make a concerted effort to provide the instructional staff with methods and techniques for coping with bias?
Colleges & Universities Undergraduate	4d, 4f	What institutional factors account for the variations in attrition rates between public and private institutions?
Colleges & Universities Undergraduate	4b, 4e, 4f	To what extent is the trend to increase an institution's size an advantage or disadvantage in increasing ability to serve a diverse constituency, decreasing costs per pupil, and increasing personal growth of students and student achievement and involvement in education?

4. CURRICULUM AND PROCESS

f. Climate and Environment

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	4b, 4e, 4f, 9a, 9b, 9c, 9d	How can liberal arts education competencies be validated?
Colleges & Universities Undergraduate	4e, 4f, 10a, 12	To what extent will 504 regulations result in a "separate but equal" educational policy for handicapped students?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	How can liberal education be defined in process outcomes or competencies?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	To what extent does competency-based education constitute a major reform in liberal education?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9a, 9b, 9c, 9d	How can competency-based education make colleges and universities more accountable for the claims they make to students for the ways in which they spend public money?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9a, 9b, 9c, 9d	What is the relationship between competency-based teacher and vocational education and competency-based liberal education?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	What competencies crucial to undergraduates do the academic disciplines offer?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	To what extent does competency-based education represent a trivialization and mechanization of the educational process?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	How can competency-based education prove or validate that an undergraduate is competent and prepared for the outside world?
Colleges & Universities Undergraduate	4b, 4c, 4d, 4e, 4f	What are the advantages/disadvantages of public versus private higher education to the students?
DATA ELEMENTS:		- Student personal growth, satisfaction, student/faculty relationships, involvement in educational programs, implementation of career plans upon graduation, variety of courses offered, social life.

4. CURRICULUM AND PROCESS

f. Climate and Environment

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	4c, 4d, 4e, 4f	What are the advantages and disadvantages to students of single sex versus coeducational colleges (academic involvement, faculty interaction, self-esteem, career plans, starting salaries, leadership, completion of degrees, aspiration to higher degrees, social life)?
Colleges & Universities Undergraduate	1f, 4f	To what extent have single sex colleges been forced to become coeducational to maintain financial health of the institutions?
Colleges & Universities Undergraduate	2g, 4f, 9	To what degree do college residents benefit more from higher education than commuters (especially in terms of personality, attitudes, persistence, and implementation of career plans)?
Colleges & Universities Undergraduate	4f, 7c	What are the consequences for minority self-esteem and educational performance if standards for minorities are lower than for others?

ISSUE AREA

4. CURRICULUM AND PROCESS

f. Climate and Environment

Level: Graduate and Professional

Graduate & Professional	4e, 4f	To what extent should ratings of quality of academic institutions be positively related with size (number of students)?
Graduate & Professional	2, 4e, 4f	To what extent can graduate programs in different institutions in the same geographic region work together to offer more comprehensive, higher quality programs?

ISSUE AREA

5. RESEARCH

Level: Community and Junior Colleges

Community & Junior Colleges	2, 5, 10a	Given sufficient money so that is not a deterrent to action, what should be the relationship of higher education to the city government in seeking to identify urban needs and demands, in setting priorities among demands, and in developing appropriate responses?
Community & Junior Colleges	5, 10a	With regard to the interface between colleges and universities and their local environment, what are appropriate research responses to urban problems?

ISSUE AREA

5. RESEARCH

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	5, 8, 9	To what extent will the leveling-off of the growth in higher education affect faculty, graduate programs, research, and institutional flexibility?

ISSUE AREA

5. RESEARCH

Level: Graduate and Professional

Graduate & Professional	4e, 5	To what extent are faculty research competence and educational attractiveness to students useful yardsticks for rating quality of academic institutions?

DATA ELEMENTS:

- o Measures of faculty research competence (number of publications, books, citations, etc.).
- o Measures of attractiveness to students, accessability of faculty, curricula, innovatibe programs, library resources, quality of students, "effective professional" environment.

ISSUE AREA

5. RESEARCH

a. Federal Control

Level: General Postsecondary

General Postsecondary	5a, 5b	To what extent should the new organization change emphasis of educational research to reflect interests of students and parents as well as institutional and policymaker interests?

ISSUE AREA

5. RESEARCH

a. Federal Control

Level: Colleges and Universities - Undergraduate

College & Universities Undergraduate	5a	What are the effects of institutional dependence on federal research and development grants?
Colleges & Universities Undergraduate	1b, 5a	To what extent would a cutback (or less than inflation increase) in federal funding to support research and development at the nation's colleges and universities affect these institutions?
DATA ELEMENTS:		o Solid budget figures for federal expenditures for prior years and planned or estimated future expenditures.

ISSUE AREA

5. RESEARCH

b. Setting of Priorities

Level: General Postsecondary

General Postsecondary	4e, 5b, 9b, 10a	To what extent are the federal government's efforts related to research leading to goals of equity, efficiency, and effectiveness in postsecondary education?
General Postsecondary	5b, 5c	To what extent should research focus on learning theory and translating what is known into policy and practice?
General Postsecondary	5a, 5b	To what extent should the new organization change emphasis of educational research to reflect interests of students and parents as well as institutional and policymaker interests?

ISSUE AREA

5. RESEARCH

b. Setting of Priorities

Level: Community and Junior Colleges

Community & Junior Colleges	5b, 5c	To what extent will the emphasis in educational research in the next two decades be toward studying and recommending changes in organizing or maintaining the forms of the schools?

ISSUE AREA

5. RESEARCH

c. Institutional Concerns

Level: General Postsecondary

General Postsecondary	5c, 11	How can nontraditional programs be evaluated? a. How can quality control be maintained? b. How can student performance be measured?
General Postsecondary	5c, 11	How can needs assessment be improved to determine with better accuracy, the level of demand for and the participation rates in adult education?
General Postsecondary	5b, 5c	To what extent should research focus on learning theory and translating what is known into policy and practice?

ISSUE AREA

5. RESEARCH

c. Institutional Concerns

Level: Community and Junior Colleges

Community & Junior Colleges	5b, 5c	To what extent will the emphasis in educational research in the next two decades be toward studying and recommending changes in organizing or maintaining the forms of the schools?

ISSUE AREA

6. LEGAL ISSUES

Level: General Postsecondary

General Postsecondary	6	To what extent are lawyers playing a greater role in higher education than they have in the past?
General Postsecondary	6	With what types of problems do university lawyers deal (Title IX, faculty unionization, affirmative action, minority admissions, federal regulations, etc.)?
General Postsecondary	6, 1	To what extent will legal expenses for colleges and universities continue to rise?
		a. Can in-house legal offices stem rising costs?
General Postsecondary	6, 10a	Are in-house lawyers necessary to combat "legal pollution" - emission by federal government of noxious laws and regulations?
General Postsecondary	1b, 6, 10a	To what extent does the state have the legal authority to appropriate federal funds for postsecondary education?
General Postsecondary	1b, 6, 10a	What control over federal funding of colleges and universities should state legislators have?

ISSUE AREA

6. LEGAL ISSUES

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	6, 7c	To what extent is Bakke a result of educational institutions' success in educating undergraduate minorities?
DATA ELEMENTS:		· What are retention rates for blacks and whites? · What are undergraduate entry levels for blacks and whites?
Colleges & Universities Undergraduate	6, 7c	To what extent should quotas be enforced by HEW as a measure of affirmative action in colleges and universities?
Colleges & Universities Undergraduate	6	To what extent can issues of human rights raised by Bakke be decided on narrow procedural grounds rather than on public morality and practice?
Colleges & Universities Undergraduate	6, 7b	What are the legal requirements (e.g., Buckley amendment) for university officials to publicize admission processes and decision criteria?
Colleges & Universities Undergraduates	6, 7b	What are the legal implications of preferential admission based on family connections?

ISSUE AREA

6. LEGAL ISSUES

Level: Graduate and Professional

Graduate & Professional	1b, 6, 7	To what extent is federal funding of minority programs in PhD institutions discrimination against black graduate schools?

ISSUE AREA

6. LEGAL ISSUES

a. State Aid

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1b, 1c, 1e, 6a, 10a	How far should the federal government and states be able to go in imposing conditions on the acceptance of public funds by non-sectarian private educational institutions?

ISSUE AREA

6. LEGAL ISSUES

b. Constitutional issues

Level: General Postsecondary

General Postsecondary	6b, 7b	To what extent should institutions be allowed to develop their own admission policies?
General Postsecondary	6b, 7c, 10a	To what extent should the government "force" equal educational opportunity? a. When is it a proper expectation for the government to simply remove the impediments to equal opportunity? b. When is it a proper expectation that the government will assure equal opportunity by positive action? c. When is it a proper expectation that the government will see that there is compensation for previous unequal opportunity? d. How can the government meet an expectations and assure redress of pass unjustice and still not exceed the bounds of constitutional authority? e. How can the challenge of "inverse discrimination" be reconciled with the ideals of equal opportunity and an open society?

6. LEGAL ISSUES
b. Constitutional issues
Level: General Postsecondary

General Postsecondary	6b, 6c	To what extent are standardized tests a biased predictor of achievement for blacks?
DATA ELEMENTS:		o Number of blacks admitted.
		o Number of special admission programs.
		o Criteria used in selection of regular and special programs.
		o Admission test scores of blacks vs. whites.
General Postsecondary	6b, 7c	To what extent would pro-Bakke ruling provoke a retreat from civil rights that will destory the possibility for vigorous pursuit of equality in America?
General Postsecondary	6b, 7c	What subjectives bases for admission are currently in use? To what extent are they legally acceptable?
General Postsecondary	6b, 7c	Should those denied admission to educational programs be quantitatively less able than those accepted?
General Postsecondary	1b, 6b, 10	What should be the relationship between the federal government's financial obligations and institutions' financial obligations in desegregation efforts?

ISSUE AREA

6. LEGAL ISSUES

b. Constitutional Issues

Level: Community and Junior Colleges

Community & Junior Colleges	6b, 8d, 10a	To what extent does traditional labor law "fit" the higher education context?
Community & Junior Colleges	4e, 6b	What are the legal implications of the movement for educational accountability and consumerism?

DATA ELEMENTS:

- o Sources of (new) pressures for student protection (federal regulation, congressional legislation, national projects, etc.).
- o Pending suits, past/recent court rulings.
- o Legal issues involved: educational malpractice, due process, and equal protection.

ISSUE AREA

6. LEGAL ISSUES

b. Constitutional Issues

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	6b, 7c	What impact will the decision (pro or con quota) in the Bakke case have on the education of minorities?
Colleges & Universities Undergraduates	1b, 6b, 10a	To what extent does the federal government have the right to regulate institutions?
Colleges & Universities Undergraduate	6b, 7c, 10a	To what extent does the IRS ruling requiring a set quota of minority students clash with the first Amendment guarantees of free exercise of religion at a private church affiliated institution?
Colleges & Universities Undergraduate	6b, 7c	To what extent is the Bakke case (decision) likely to bring further legal, political, and bureaucratic intervention that will inhibit flexible admission policies for underprepared students?
Colleges & Universities Undergraduate	1a, 6b, 10a	To what extent should the government force religious-based universities to comply with Title IX?
Colleges & Universities Undergraduate	2d, 6b	What are the legal problems associated with determining criteria and standards for making accreditation judgments (e.g., discrimination, tests of employment, Title VII, EEOC guidelines, antitrust)?
Colleges & Universities Undergraduate	2, 6b, 10a	To what extent are past, present, and future legal decisions likely to have enormous impact on the American higher education agenda?
Colleges & Universities Undergraduate	6b	How have federal regulations burdened private universities with paperwork?

6. LEGAL ISSUES

b. Constitutional Issues

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	6b	What are the implications of the Bakke case (decision) on all universities' admission procedures?
Colleges & Universities Undergraduate	6b, 7c	What are the legal implications of using racial preference (quotas) in the admission process?
Colleges & Universities Undergraduate	6b	To what extent does the U.S. constitution offer a basis for protection of education from government interference?
Colleges & Universities Undergraduate	6b	To what extent can educators predict what the crucial legal decisions are going to be before they are made?
Colleges & Universities Undergraduate	1c, 6b	How is state aid to private universities sometimes hindered by state constitutions?
Colleges & Universities Undergraduate	6b, 7c	What are the legal implications of using alternatives to quotas?
Colleges & Universities Undergraduate	6b, 8f, 10a	To what extent has civil rights legislation, both state and federal, intervened in the hiring of faculty members?

ISSUE AREA

6. LEGAL ISSUES

b. Constitutional Issues

Level: Graduate and Professional

Graduate & Professional	6b, 7b, 7c	What effect will court cases on desegregation and admissions have on black graduate institutions?
Graduate & Professional	6b, 10a	How much autonomy does a large public educational institution have in academic matters such as registering or closing Ph.D. programs?
Graduate & Professional	1f, 6b, 10a	To what extent do segregated primary health care facilities (access by both patients and medical students) put an undue burden on black medical schools?

ISSUE AREA

7. ADMISSIONS

Level: General Postsecondary

General Postsecondary	7, 12	To what extent are differences in faculty ratio, distinction of faculty elaborateness of facilities, relative stress on liberal and vocational education, religious emphasis, residential arrangements, and degree of cosmopolitanism in institutions important in determining the characteristics of students attending each institution.
General Postsecondary	4, 7, 10a	Can the educational system maintain a sensitive balance between the public demand for accountability and the learner's need for diversity and freedom of choice? How will the trend toward accountability effect curriculum options?
General Postsecondary	7	To what extent has affirmative action created a backlash in admission?
General Postsecondary	7	Can equality of access and opportunity be better prompted by nontraditional or traditional institutions?
General Postsecondary	7	To what extent has the opening of opportunities to minorities meant closing opportunities to others?
General Postsecondary	3a, 7	Why does the BEOG (Basic Economic Opportunity Grant) program offer greatest hope for broading access to postsecondary education?

ISSUE AREA

7. ADMISSIONS

Level: Community and Junior Colleges

Community & Junior Colleges	*1d, 2, 4,* 7, 9, 11a, 11b	*To what extent have community colleges:* a. provided educational opportunity for all qualified? b. been responsive to local needs? c. kept costs down and enabled children from poorest families to rise out of poverty? d. provided comprehensive education programs? e. been the leaders in continuing education?

ISSUE AREA

7. ADMISSIONS

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	2f, 7, 10a	What is the best way to stimulate the investment of more intellectual capital by colleges and universities in the analysis of issues that will shape the future of higher education?
Colleges & Universities Undergraduate	7	How can mass access to higher education reduce sharp distinctions in social class?
Colleges & Universities Undergraduate	1b, 7	To what extent are higher tuition and costs in public institutions a factor in declining enrollments?
Colleges & Universities Undergraduate	7	To what extent can expansion of the less selective and nonselective segments of higher education save the highly selective segment?
Colleges & Universities Undergraduate	1e, 7	How can mass access to higher education identify new talent for the elite sector?
Colleges & Universities Undergraduate	7, 9	What difference does it make if a student attends a selective private university rather than a two-year college?
Colleges & Universities Undergraduate	7, 9b	What is the relationship between admission to a selective private university or a two-year college and equivalent educational experience?

ISSUE AREA

7. ADMISSIONS

Level: Graduate and Professional

Graduate & Professional	7, 9b	To what extent should the opportunities for advanced training be limited by the job market as opposed to freedom of choice by the student?
Graduate & Professional	1b, 6, 7	To what extent is federal funding of minority programs in PhD institutions discrimination against black graduate schools?
Graduate & Professional	3b, 3c, 7	How can postsecondary institutions (or state governments) encourage qualified persons from nontraditional groups (low-income families, women, and adults) to participate in advanced education?

ISSUE AREA

7. ADMISSIONS

a. Recruitment

Level: General Postsecondary

General Postsecondary	1d, 2f, 7a, 12b	To what extent are tuition increases responsible for a. decrease in enrollment growth at colleges and universities? b. lower percentage of high school students going to college? c. decrease in students from middle class and working class families ($7,500-$15,000/yr) going to college? d. decrease in rural and small-town college enrollment? e. increase in numbers of part-time and commuting students?
General Postsecondary	7a	Why have the tremendous strides made in expanding educational opportunity, especially in the public sector and through student aid programs, ignored people in the armed forces?
General Postsecondary	7a	Why have colleges been indifferent to the needs of people in the armed forces?
General Postsecondary	7a, 7b	Are nontraditional programs merely a means of siphoning "unwanted" student elements from traditional programs? a. Who are these students?
General Postsecondary	7a, 7c	How can affirmative action be encouraged by the federal government in all white schools without leaving primarily black schools with an insufficient applicant pool?
General Postsecondary	4d, 4f, 7a, 12	To what extent do institutions of higher education differ because of the characteristics of students they attract, recruit, and retain?

ISSUE AREA

7. ADMISSIONS

a. Recruitment

Level: Community and Junior Colleges

Community & Junior Colleges	7a, 10b	To what extent should educators "persuade" people of the high value of continuing education?"
DATA ELEMENTS:		o What services, programs, or courses are presently offered for youth, adults (citizenship, solving social and political issues)? o What types of community resources and how many are used by community colleges?

ISSUE AREA

7. ADMISSIONS

a. Recruitment

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	2, 3a, 7a, 10a	What has been the impact of Section 493A of the Education Amendments of 1976 on providing adequate information for students?
DATA ELEMENTS:		o Institutional policy changes as a result of new regulations: information in brochures as well as means of dissemination in recruiting. o What information is currently required by state and federal regulation?
Colleges & Universities Undergraduate	2, 3a, 7a	To what extent has the lack of adequate financial and institutional information for students presented a barrier to proper postsecondary choice?
DATA ELEMENTS:		o What and how much is currently provided and how is it disseminated? o Select two samples of college students, one given good information, one given none. Did the information or lack of it influence (1) the student's choices; and (2) their satisfaction with their choices? o Identification of institutional information necessary for student choice.
Colleges & Universities Undergraduate	1, 2f, 4, 7a	What changes in programs and recruitment are necessary for black colleges to survive this period of declining enrollments and persistent charges of inferiority?
Colleges & Universities Undergraduate	2, 3a, 7a, 9d	What is the relationship between adequate information for students and participant satisfaction at the chosen institution?
DATA ELEMENTS:		o Student survey - random selection

7. ADMISSIONS

a. Recruitment

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1c, 1e, 3a, 7a, 10a	To what extent has federal support to the private sector influenced undergraduate and graduate programs in public universities?
Colleges & Universities Undergraduate	2f, 4b, 7a	To what extent are these new programs a ploy to attract more students in a competitive market?
Colleges & Universities Undergraduate	7a	Are there significant distinctions between the use of quotas and goals in the recruitment of minority students?

ISSUE AREA

7. ADMISSIONS

a. Recruitment

Level: Graduate and Professional

Graduate & Professional	7a, 7b, 7c	In the context of preferential admissions, should selection standards of medical colleges be reexamined?
Graduate & Professional	7a, 7b, 7c	To what extent should state-supported medical schools promote a social policy of encouraging a proportionate number of applicants to reflect the diversity in state population?
Graduate & Professional	7a, 7b, 7c	To what extent will programs to increase the number of blacks in graduate and professional schools be undetermined by charges of reverse discrimination?
Graduate & Professional	2f, 7a, 9a, 9c	What impact will the downward employment trends in education have on graduate school enrollment? (Subissue of issue above.)
Graduate & Professional	2, 4b, 4e, 7a, 7c	To what extent can black graduate institutions strengthen their programs to compete with other major institutions?

ISSUE AREA

7. ADMISSIONS

b. Selection

Level: General Postsecondary

General Postsecondary	7b, 11, 12	To what extent are nontraditional, noncredit, or specialized teaching centers absorbing the demands of a new and rising student clientele?
DATA ELEMENTS:		o What are the characteristics of the students enrolled in such classes? o How many are enrolled in such programs or centers? o What is their geographic and demographic distribution?
General Postsecondary	7b, 11, 12	To what extent can the traditional educational establishment adapt its educational services to the changing demands of the new student population?
DATA ELEMENTS:		o Profile of the new student population. o Define new programs and policies in relation to traditional educational services and practices.
General Postsecondary	7b	What criteria should be used for discarding selection tests at any level of education?
General Postsecondary	7b, 10	How can access to quality education for everyone (racial minorities, women, handicapped, and non-English speaking) be assured by the federal government?
General Postsecondary	7a, 7b	Are nontraditional programs merely a means of siphoning "unwanted" student elements from traditional programs? a. Who are these students?
General Postsecondary	6b, 7b	To what extent should institutions be allowed to develop their own admission policies?

7. ADMISSIONS
    b. Selection
Level: General Postsecondary

General Postsecondary	4b, 7b	To what extent does city financial crisis affect educational reform, special educational programs, tuition increases, minority access, remedial aid, and preferential admissions?
General Postsecondary	2, 4b, 4e, 7b	To what extent does city financial crisis affect PSE admissions policy?
General Postsecondary	7b, 7c	To what extent are standardized tests a biased predictor of achievement for blacks?

DATA ELEMENTS:

- Number of blacks admitted.
- Number of special admission programs.
- Criteria used in selection of regular and special programs.
- Admission test scores of blacks vs. whites.

ISSUE AREA

7. ADMISSIONS

b. Selection

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1a, 7b	What control should a university president have on the admission process?
Colleges & Universities Undergraduate	1a, 7b, 7c	To what extent should admission decisions be based on special considerations, e.g. alumni children, minority students, athletes, and gift givers?
DATA ELEMENTS:		o Are special admission categories used and how extensively and what are they?
Colleges & Universities Undergraduate	6, 7b	What are the legal requirements (e.g., Buckley Amendent) for university officals to publicize admission processes and decision criteria?
Colleges & Universities Undergraduate	6, 7b	What are the legal implications of preferential admission based on family connections?
Colleges & Universities Undergraduate	7b	Would increased reliance on factors other than grades, e.g., letters of reference affect minority admission levels?
Colleges & Universities Undergraduate	7b	Will minorities make sufficient progress if colleges used color-blind procedures but accord preference to the disadvantaged of all races and ethnic origins?
Colleges & Universities Undergraduate	7b	To what extent should the potential contributions of each candidate to society be considered during the admission process?
Colleges & Universities Undergraduate	7b	To what extent should universities base admission primarily on grades and test scores?

7. ADMISSIONS

b. Selection

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	7b	What are the problems associated with the use of test scores to predict minority performance?
Colleges & Universities Undergraduate	7b	What are the considerations that go into making admission decisions?
Colleges & Universities Undergraduate	7b	What considerations should be taken into account in deciding which individuals to admit from the large number who apply (GPA, test scores, recommendations, etc.)?
Colleges & Universities Undergraduate	7b, 7c	How can "alternative admissions tests on criteria" to be used for handicapped applicants be made fair (non-discriminatory)?
Colleges & Universities Undergraduate	7b, 7c	What impact will basic skills proficiency tests have on the acceptance and enrollment of blacks in colleges?
Colleges & Universities Undergraduate	7b	To what extent do selection tests reward social and economic advantage more than they measure talent?
Colleges & Universities Undergraduate	2f, 7b, 7c	What effect will the enrollment limits some states are imposing on public institutions have on the number of blacks entering college?

ISSUE AREA

7. ADMISSIONS

b. Selection

Level: Graduate and Professional

Graduate & Professional	7a, 7b, 7c	In the context of preferential admissions, should selection standards of medical colleges be reexamined?
Graduate & Professional	7a, 7b, 7c	To what extent should state-supported medical schools promote a social policy of encouraging a proportionate number of applicants to reflect the diversity in state population?
Graduate & Professional	7b	To what extent do traditional criteria exclude students who would achieve professional success?
DATA ELEMENTS:		o Undergraduate enrollment data for blacks or whites. o Graduate and professional school retention data for blacks and whites. o What admission procedures criteria are used for undergraduate, graduate, and professional school admission?
Graduate & Professional	7a, 7b, 7c	To what extent will programs to increase the number of blacks in graduate and professional schools be undermined by charges of reverse discrimination?
Graduate & Professional	6b, 7b, 7c	What effect will court cases on desegregation and admissions have on black graduate institutions?

ISSUE AREA

7. ADMISSIONS

c. Affirmative Action

Level: General Postsecondary

General Postsecondary	7c, 9b, 10a	To what extent is the level of educational attainment a motivating factor for further education? a. What are the public policy implications for providing access to the educationally disadvantaged?
General Postsecondary	7c, 10a	To what extent is equal educational opportunity (with regard to age, race, sex, national origin, handicap, economic condition, or geographic location a national (state/federal/institutional) goal?
General Postsecondary	7c, 10a	To what extent has the state/federal/institutional partnership achieved equal access to postsecondary education?
General Postsecondary	7c, 10a	What is the proper role for the federal government in postsecondary education? a. Influence the educational policies and priorities of the institutions? b. Provide educational opportunity and access?
General Postsecondary	6b, 7c, 10a	To what extent should the government "force" equal educational opportunity? a. When is it a proper expectation for the government to simply remove the impediments to equal opportunity? b. When is it a proper expectation that the government will assure equal opportunity by positive action? c. When is it a proper expectation that the government will see that there is compensation for previous unequal opportunity? d. How can the government meet an expectation and assure redress of past unjustice and still not exceed the bounds of constitutional authority?

7. ADMISSIONS
c. Affirmative Action
Level: General Postsecondary

		e. How can the challenge of "inverse discrimination" be reconciled with the ideals of equal opportunity and an open society?
General Postsecondary	7a, 7c	How can affirmative action be encouraged by the federal government in all white schools without leaving primarily black schools with an insufficient applicant pool?
General Postsecondary	1b, 1c, 7c, 10a	To what extent has the federal government been successful in eliminating the capricious finance systems existing in many states, particularly those systems that affect access to and choice of postsecondary education?
General Postsecondary	7c	How and in what ways can the talents measured in admission tests be broadened to mitigate for the effects of early disadvantage on the development of academic competence?
General Postsecondary	6b, 7c	What subjective bases for admission are currently in use? To what extent are they legally acceptable?
General Postsecondary	6b, 7c	To what extent would a pro-Bakke ruling provoke a retreat from civil rights that will destroy the possibility for vigorous pursuit of equality in America?
General Postsecondary	6b, 7c	Should those denied admission to educational programs be quantitatively less able than those accepted?
General Postsecondary	7c	How can race be used in the admission process?
General Postsecondary	7b, 7c	To what extent are standardized tests a biased predictor of achievement for blacks?

DATA ELEMENTS:

o Number of blacks admitted.

o Number of special admission programs.

o Criteria used in selection of regular and special programs.

ISSUE AREA

7. ADMISSIONS

c. Affirmative Action

Level: Community and Junior Colleges

Community & Junior Colleges	7c	To what extent has community college growth and the trend toward open admissions done away with barriers to educational access?
Community & Junior Colleges	4d, 7c	To what extent have community colleges resulted in expansion of educational opportunity and completion of degree goals?

ISSUE AREA

7. ADMISSIONS

c. Affirmative Action

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	7c	To what extent are postsecondary education institutions offering momentary admission advantages to those hitherto deprived?
Colleges & Universities Undergraduate	7c	To what extent do SAT scores underpredict the likelihood of black student's success?
Colleges & Universities Undergraduate	7c	To what extent can "high risk" students who succeed be identified in the admission process by careful and nontraditional admission procedures?
Colleges & Universities Undergraduate	6b, 7c	What impact will the decision (pro or con quota) in the Bakke case have on the education of minorities?
Colleges & Universities Undergraduate	6, 7c	To what extent is Bakke a result of educational institutions' success in educating undergraduate minorities? o What are retention rates for black and whites? o What are undergraduate entry levels for blacks and whites?
Colleges & Universities Undergraduate	4e, 7c	To what extent does attaining increased educational equality compromise educational quality?
Colleges & Universities Undergraduate	6b, 7c	What are the legal implications of using alternatives to quotas?
Colleges & Universities Undergraduate	7c	What policies have been implemented to improve the access of minority students to education?
Colleges & Universities Undergraduate	7c	To what extent should the federal government insist race be a relevant consideration in admission decisions?

7. ADMISSIONS
c. Affirmative Action
Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	7b, 7c	How can "alternative admissions tests or criteria" to be used for handicapped applicants be made fair (non-discriminatory)?
Colleges & Universities Undergraduate	7c	To what extent will the litigation resulting from the Bakke case jeopardize the health of special admissions programs at colleges throughout the country?
Colleges & Universities Undergraduate	2f, 7b, 7c	What effect will the enrollment limits some states are imposing on public institutions have on the number of blacks entering college?
Colleges & Universities Undergraduate	7c, 9	To what extent will higher education become a two-track elitist system in which blacks enroll in community colleges and middle and upper-class students enroll in traditional four-year colleges?
Colleges & Universities Undergraduate	7b, 7c	What impact will basic skills proficiency tests have on the acceptance and enrollment of blacks in colleges?
Colleges & Universities Undergraduate	7c, 9	To what extent has the educational gap between blacks and whites been narrowed?
Colleges & Universities Undergraduate	7c, 9	How have our society's priorities changed concerning closing the educational gap between whites and blacks?
Colleges & Universities Undergraduate	1a, 7b, 7c	To what extent should admission decisions be based on special considerations, e.g. alumni children, minority students, athletes, and gift givers?

DATA ELEMENTS:

o Are special admission categories used and how extensively and what are they?

7. ADMISSIONS
c. Affirmative Action
Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	7c, 10a	To what extent does the Bakke case auger an increased role of the courts in formulating educational policy?
Colleges & Universities Undergraduate	2, 7c	How does the amount and type of social control influence the quality of education?
Colleges & Universities Undergraduate	4c, 7c	To what extent has the homogenization of students and faculty resulted in a downward trend in academic standards?
Colleges & Universities Undergraduate	4c, 7c	To what extent will mass access to higher education lead to an overpopulation in the professions?
Colleges & Universities Undergraduate	6b, 7c	To what extent is the Bakke case (decision) likely to bring further legal, political, and bureaucratic intervention that will inhibit flexible admission policies for underprepared students?
Colleges & Universities Undergraduate	7c	How does the composition of the student body affect educational institutions?
Colleges & Universities Undergraduate	6b, 7c, 10a	To what extent does the IRS ruling requiring a set quota of minority students clash with the first Amendment guarantees of free exercise of religion at a private church-affiliated institution?
Colleges & Universities Undergraduate	4f, 7c	What are the consequences for minority self-esteem and educational performance if standards for minorities are lower than for others?
Collges & Universities Undergraduate	7c	Are there practical alternatives to direct racial preference to increase minority admissions?

7. ADMISSIONS
    c. Affirmative Action
Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	4f, 7c	What are the legal implications of using racial preference (quotas) in the admission process?
Colleges & Universities Undergraduate	6, 7c	To what extent should quotas be enforced by HEW as a measure of affirmative action in colleges and universities?
Colleges & Universities Undergraduate	7c	How necessary is it for minorities to receive preference based on race to make rapid social and economic progress?

ISSUE AREA

7. ADMISSIONS

c. Affirmative action

Level: Graduate and Professional

Graduate & Professional	7a, 7b, 7c	In the context of preferential admissions, should selection standards of medical colleges be reexamined?
Graduate & Professional	7a, 7b, 7c	To what extent should state-supported medical schools promote a social policy of encouraging a proportionate number of applicants to reflect the diversity in state population?
Graduate & Professional	7a, 7b, 7c	To what extent will programs to increase the number of blacks in graduate and professional schools be undermined by charges of reverse discrimination?
Graduate & Professional	6b, 7b, c	What effect will court cases on desegregation and admissions have on black graduate institutions?
Graduate & Professional	2, 4b, 4e, 7a, 7c	To what extent can black graduate institutions strengthen their programs to compete with other major institutions?
Graduate & Professional	7c	To what extent have special admission programs resulted in increasing representation of minorities in graduate and professional school programs?

ISSUE AREA

8. FACULTY AND PERSONNEL

Level: General Postsecondary

General Postsecondary	2a, 8	How will the development of satellite centers and off-campus classrooms change staff recruitment, selection, and organization?
General Postsecondary	2f, 8	What is the likelihood that institutions will move more and more to the "hourly-rate" instructor to reduce institutional commitments to faculty and still expand services?
General Postsecondary	4e, 4f, 8	To what extent is technology likely to make education more humane by freeing teachers from work man-machine systems can do, thus permitting more teacher-student interactions?
General Postsecondary	4f, 8	How will class size and faculty salary change as a result of the new higher education environment?
General Postsecondary	8	To what extent is the current emphasis on defining criteria for faculty evaluation likely to decrease in the future?
General Postsecondary	4b, 8	How do institutional rules on faculty overload and restrictions on funds keep universities from competing for the time of their own faculty members for teaching continuing education courses?

ISSUE AREA

8. FACULTY AND PERSONNEL

Level: Community and Junior Colleges

Community & Junior Colleges	4b, 8	How does granting tenure to part-time faculty influence curriculum change and new program development?
Community & Junior Colleges	2f, 8	How do declining enrollments affect the utilization of part-time instructors?
Community & Junior Colleges	2a, 8	To what extent is institutional governance in community colleges likely to shift toward professional (non-academic) managers?
Community & Junior Colleges	2, 8	Are faculty members likely to lose more and more say in institutional governance?
Community & Junior Colleges	1, 2a, 4b, 8	To what extent are changes in governance, programs, and finance of community colleges over the next few decades likely to impact on the kinds of faculty members in the following categories: a. current high school model teachers? b. full-time, highly paid program managers with a corps of paraprofessionals or technicians? c. 40-hour-a-week instructors? d. part-time teachers, hired on demand?
Community & Junior Colleges	2g, 8, 11	To what extent could community colleges utilize nontraditional facilities and staffing?

DATA ELEMENTS:

- o Number of part-time faculty, paraprofessionals, community volunteers.
- o Extent to which community facilities are currently used for classes.
- o Demographic area covered by the community college.
- o Characteristics of faculty, paraprofessionals and volunteers (degrees, full- or part-time, union member or nonunion member).

8. FACULTY AND PERSONNEL
Level: Community and Junior Colleges

		o Funding constraints.
		o Legal constraints, i.e., collective bargaining agreements.
Community & Junior Colleges	2, 3a, 3b, 8	To what extent does the absence of sufficiently trained administrators and adequate numbers of support staff contribute to the poor functioning of adequate financial aid programs in two-year colleges?
DATA ELEMENTS:		o Staffing and facilities for financial aid offices.
Community & Junior Colleges	2, 8, 10a	To what extent has Congress contributed to understaffed financial aid offices because of its failure to authorize support to institutions receiving aid?

ISSUE AREA

8. FACULTY AND PERSONNEL

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1d, 1f, 3c, 4b, 8, 12	How do financial troubles of the colleges affect students (in terms of raised tuition, lower student aid, reduction of student-backed programs and reforms, and layoffs of popular faculty members)?
Colleges & Universities Undergraduate	1d, 1f, 3c, 4b, 8, 12	To what extent are minority students disproportionally affected by financial troubles of colleges?
Colleges & Universities Undergraduate	2, 4b, 8	To what extent will faculty time be required in developing and maintaining a credit by examination system?
Colleges & Universities Undergraduate	5, 8, 9	To what extent will the leveling-off of the growth in higher education affect faculty, graduate programs, research, and institutional flexibility?

ISSUE AREA

8. FACULTY AND PERSONNEL

Level: Graduate and Professional

Graduate & Professional	1d, 1f, 8	To what extent should faculty and students bear the brunt of financial difficulties of black medical schools?

ISSUE AREA

8. FACULTY AND PERSONNEL

a. Faculty Renewal and Development

Level: General Postsecondary

General Postsecondary	8a	To what extent are faculty members likely to accept technologies, aides, and paraprofessional assistants that will allow them to teach more students, thus increasing their productivity?

ISSUE AREA

8. FACULTY AND PERSONNEL

a. Faculty Renewal and Development

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1f, 4e, 8a	To what extent is the financial condition of higher education going to result in an older and "static faculty" and therefore decrease the institutions' ability to accommodate to change?
Colleges & Universities Undergraduate	8a	How can the resources of the professoriat be mobilized to solve the problems in higher education?
Colleges & Universities Undergraduate	8a, 11d	To what extent could a new emphasis on the continued study by teachers of how and what they teach affect policy development in the area of undergraduate and graduate schools of education?
Colleges & Universities Undergraduate	8a	Does the system of granting tenure provide sufficient information for weeding out unqualified and inferior teachers?
Colleges & Universities Undergraduate	8a	Should every institution granting tenure also explain forthrightly its expectations for tenured faculty?
Colleges & Universities Undergraduate	8a	Is the development of merit based standards a viable alternative to prevent the faculty from becoming "long toothed"?
Colleges & Universities Undergraduate	8a	How does a system of merit-based standards operate?

ISSUE AREA

8. FACULTY AND PERSONNEL

b. Retirement

Level: General Postsecondary

General Postsecondary	8b, 8f	To what extent are pension benefits inequitable in terms of sex?
General Postsecondary	8b, 8f	What factors/variables should be investigated to determine whether there is a justification for sex-linked mortality tables?
General Postsecondary	8b, 8f	What would be the impact of mandated unisex mortality tables on the insurance and retirement industry?
General Postsecondary	8b, 8f	What would be the impact of mandated unisex mortality tables on institutions (costs of changes and administration)?
General Postsecondary	8b, 8f	What would be the impact of mandated unisex mortality tables on consumers?
General Postsecondary	8b, 8f	What are the implications of recent court rulings on teacher pensions?
General Postsecondary	1e, 1f, 8b	What would be the financial implication for colleges and universities of raising the retirement age from 65 to 70? To what extent will this impact differ for public and private institutions?
General Postsecondary	8b	To what extent would nonforced retirement before 70 result in colleges and universities becoming top heavy with senior faculty and staff? To what extent would this decrease opportunities for employment and advancement of younger scholars?

ISSUE AREA

8. FACULTY AND PERSONNEL

b. Retirement

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1f, 8b, 10a	To what extent have social security payments by institutions been a sufficiently large expenditure that resources were found to be insufficient?

ISSUE AREA

8. FACULTY AND PERSONNEL

c. Tenure/Reward System

Level: General Postsecondary

General Postsecondary	1b, 8c, 10a	To what extent is unrestricted federal institutional aid apart from Title IV appropriate for the federal government? Would this result in unwarranted federal intrusion into the life of each institution?

ISSUE AREA

8. FACULTY AND PERSONNEL

c. Tenure/Reward System

Level: Community and Junior Colleges

Community & Junior Colleges	8c	To what extent does the nature of a postsecondary institution influence attitudes of faculty toward collective bargaining or unionization?
Community & Junior Colleges	8c	To what extent does the nature of the postsecondary institution influence the type of collective bargaining unit used?
Community & Junior Colleges	8c, 8d	What influence do teachers' unions and collective bargaining have on tenure decisions concerning part-time faculty?
Community & Junior Colleges	8c, 8d	What are the benefits to community colleges of part-time instructors?

ISSUE AREA

8. FACULTY AND PERSONNEL

c. Tenure/Reward System

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	8c, 8f	How can traditional personnel policies of academic institutions be modified to reconcile changing job-market conditions with the promotion of affirmative action goals? a. What are the evaluation, promotion and tenure procedures followed by universities and colleges? b. Are they responsive to the needs of affirmative action programs, specifically in times of a tight job market? c. Do personnel evaluation procedures and tenure policies promote job bias in favor of nonminority groups?
Colleges & Universities Undergraduate	8c	To what extent are faculty jobs affected as a result of credit awarded on the basis of examinations?
Colleges & Universities Undergraduate	8c	What are the potential problems with faculty contracts of limited duration?
Colleges & Universities Undergraduate	8c	What are the arguments against the tenure system?
Colleges & Universities Undergraduate	8c	What are the alternatives to the tenure system?
Colleges & Universities Undergraduate	8c	What are the factors causing the current assault on tenure?

ISSUE AREA

8. FACULTY AND PERSONNEL

d. Collective Bargaining

Level: General Postsecondary

General Postsecondary	8d	Is faculty unionization a phenomenon that will continue to expand?
General Postsecondary	8d	What are the differences in characteristics of institutions that unionize and those that don't (e.g., public versus private; midwest and south versus east and west; two-year community college versus four-year institutions, etc.)?
General Postsecondary	8d	What are the characteristics of the various bargaining agents and the relationships of these characteristics to the types of institutional faculty they represent?
General Postsecondary	2, 8d	What will be the impact of faculty collective bargaining on an individual campus and on statewide coordinating and governing systems?
General Postsecondary	2, 8d, 12	To what extent should students be involved in governance of postsecondary institutions and faculty-administration collective bargaining?
General Postsecondary	1d, 1f, 8d	To what extent does fiscal crisis affect traditional bargaining positions of teacher unions?
General Postsecondary	8d	What will be the role of faculty bargaining units when and if retrenchment, program review, consolidation, and performance audits come fully into play?

ISSUE AREA

8. FACULTY AND PERSONNEL

d. Collective Bargaining

Level: Community and Junior Colleges

Community & Junior Colleges — 8d

What is the role of part-time faculty in the collective bargaining movement?

a. To what extent has the advent of part-time community college instructors been the impetus for unionization?

b. To what extent are part-time instructors receiving adequate salaries and benefits?

c. To what extent should part-time faculty be permitted into community college collective bargaining units?

DATA ELEMENTS:

o Data on salaries and benefits, part-time and full-time; trends before and after unionization.

Community & Junior Colleges — 2b, 4e, 8d

What are the advantages and disadvantages of collective bargaining to:

a. the institution (e.g., slowing down president's decision-making processes, limiting innovations to be introduced, putting strain on faculty members)?

b. faculty (making grievances easier to handle, making president aware of grievances)?

c. the student (improvement in instruction, etc.)?

Community & Junior Colleges — 8d, 10a

To what extent can collective bargaining be used to strengthen the community college relative to the other state institutions of higher education?

DATA ELEMENTS:

o Participation in various bargaining associations by type of institution, participation within institutions, trends in salaries and benefits before and after bargaining.

8. FACULTY AND PERSONNEL

d. Collective Bargaining

Level: Community and Junior Colleges

Community & Junior Colleges	8d	To what extent have community colleges been in the vanguard of collective bargaining in higher education?
DATA ELEMENTS:		o Unionization status of institutions, system and bargaining agent.
Community & Junior Colleges	8c, 8d	What influence do teachers' unions and collective bargaining have on tenure decisions concerning part-time faculty?
Community & Junior Colleges	8c, 8d	What are the benefits to community colleges of part-time instructors?
Community & Junior Colleges	6b, 8d, 10a	To what extent does traditional labor law "fit" the higher education context?
Community & Junior Colleges	8d	To what extent and why has the unionization of community colleges slowed?

ISSUE AREA

8. FACULTY AND PERSONNEL

d. Collective Bargaining

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	8d, 10a	To what extent has faculty collective bargaining spurred state legislatures to introduce bills aimed at granting these rights?
Colleges & Universities Undergraduate	8d, 10a	To what extent has state legislation been a major factor in the spread of faculty collective bargaining?
Colleges & Universities Undergraduate	8d, 10a	To what extent did heavy Democratic victories in the 1974 elections and the resulting increased power of organized labor become a factor in expanding bargaining rights for public employees?
Colleges & Universities Undergraduate	8d, 10a	To what extent has the threat that Congress might preempt state authority spurred states to action regarding collective bargaining?
Colleges & Universities Undergraduate	8d	To what extent are faculty members likely to continue to support AAUP over AFT and NEA as their choice of bargaining unit?
Colleges & Universities Undergraduate	8d	Given a continuing inflationary economic trend, to what extent are present faculty views likely to remain stable?
		a. To what extent are their views likely to become more militant?
Colleges & Universities Undergraduate	8d	How does affiliation with community colleges over four-year colleges affect the choice of bargaining agent?
Colleges & Universities Undergraduate	8d	How does academic discipline or field affect faculty choice of bargaining agent?
Colleges & Universities Undergraduate	8d, 8e	To what extent will the movement toward collective bargaining erode the authority of the administrator and the benefits of collegiality?

ISSUE AREA

8. FACULTY AND PERSONNEL

d. Collective Bargaining

Level: Graduate and Professional

Graduate & Professional	8d	What will be the impact on higher education of accelerated unionization among teachers?

ISSUE AREA

8. FACULTY AND PERSONNEL

e. Academic Freedom

Level: General Postsecondary

General Postsecondary	4b, 4e, 8e, 10a	To what extent is government red tape choking the ability of educational institutions to respond to change, to develop programs and policies unique to their particular geographical areas, and to enhance the creativity and individual initiative necessary for excellence?

ISSUE AREA

8. FACULTY AND PERSONNEL

e. Academic Freedom

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	8d, 8e	To what extent will the movement toward collective bargaining erode the authority of the administrator and the benefits of collegiality?
Colleges & Universities Undergraduate	8e	Does the present tenure system actually hamper the careers and intellectual development of faculty?
Colleges & Universities Undergraduate	8e	To what extent does the federal government represent a threat to academic freedom?
Colleges & Universities Undergraduate	2, 8e	How is academic freedom and institutional autonomy influenced by institution governance (i.e., public versus private)?

ISSUE AREA

8. FACULTY AND PERSONNEL

f. Affirmative Action

Level: General Postsecondary

General Postsecondary	8b, 8f	To what extent are pension benefits inequitable in terms of sex?
General Postsecondary	8b, 8f	What factors/variables should be investigated to determine whether there is a justification for sex linked mortality tables?
General Postsecondary	8b, 8f	What would be the impact of mandated unisex mortality tables on the insurance and retirement industry?
General Postsecondary	8b, 8f	What would be the impact of mandated unisex mortality tables on institutions (costs of changes and administration)?
General Postsecondary	8b, 8f	What would be the impact of mandated unisex mortality tables on consumers?
General Postsecondary	8b, 8f	What are the implications of recent court rulings on teacher pensions?

ISSUE AREA

8. FACULTY AND PERSONNEL

f. Affirmative Action

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	8f	How do affirmative action recruitment and selection methods of large universities adjust to fluctuations in the academic job market?
Colleges & Universities Undergraduate	8f, 10a	What modifications are necessary in the federal guidelines to improve the implementation of affirmative action programs in colleges and universities?
		a. Is there need for further clarification of the federal jurisdiction and the institutional prerogatives under the guidelines?
Colleges & Universities Undergraduate	8f	Is the criteria for the selection of preferred groups too narrowly defined?
Colleges & Universities Undergraduate	8f, 10a	Should the federal government reexamine its criteria for selecting preferred groups for its affirmative action policy?
Colleges & Universities Undergraduate	8c, 8f	How can traditional personnel policies of academic institutions be modified to reconcile changing job-market conditions with the promotion of affirmative action goals?
		a. What are the evaluation, promotion and tenure procedures followed by universities and colleges?
		b. Are they responsive to the needs of affirmative action programs, specifically in times of a tight job market?
		c. Do personnel evaluation procedures and tenure policies promote job bias in favor of nonminority groups?
Colleges & Universities Undergraduate	6b, 8f, 10a	To what extent has civil rights legislation, both state and federal, intervened in the hiring of faculty members?

8. FACULTY AND PERSONNEL

f. Affirmative Action

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	8f	To what extent do women and minorities believe that the traditional faculty hiring system will treat them fairly?
Colleges & Universities Undergraduate	8f	What accounts for the differences in salary by race and sex among higher education administrators?
Colleges & Universities Undergraduate	8f	To what extent are salaries set: a. in response to competitive job markets, either national or local, outside the institutions? b. at the discretion of management in relationship to other jobs inside the institutions?
Colleges & Universities Undergraduate	8f	To what extent are differences in employment patterns and salary levels the result of discrimination in the labor market over and above sex and race?
Colleges & Universities Undergraduate	8f	To what extent would an examination of the characteristics of employers provide a more realistic understanding of how institutions facilitate or impede equal opportunity for women and minorities?
Colleges & Universities Undergraduate	8f	How can an understanding of employment practices provide a basis for meaningful affirmative action?

ISSUE AREA

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

Level: General Postsecondary

General Postsecondary	9, 11	Within the context of a depressed job market, what will be the appeal of non-traditional learning institutions and programs?
General Postsecondary	9	How has the proliferation of nontraditional programs affected the traditional separation of work and education?
General Postsecondary	2, 9	To what extent should credentialing be experience based?
General Postsecondary	2, 9	To what extent should credentialing strategies exploit the potential of well designed mixes of experience and theory?
General Postsecondary	9, 11b, 11c, 12	Given the accelerated rate of change in contemporary society and the diverse character of the student population, can education continue to be organized around institutions, credits, and credentials?
General Postsecondary	2, 9, 12	What is the relationship between consumer and producer in a human, service-like education, which, unlike the purchase of goods, depends upon an active cooperative relationship between the two?
General Postsecondary	9, 11 12	What do current trends predict for the future of adult education? o Who is interested in further education? o What kinds of programs or services are being sought? o What is the demographic composition of adult learners? o Are there differences in the participation rates among demographic groups? o What are the individual characteristics relating to participation?

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

Level: General Postsecondary

General Postsecondary	2, 4, 9	How should systematic assessments of educational needs and desires of the people in the community be conducted?
General Postsecondary	9, 11	To what extent is knowledge about values and capabilities of nontraditional programs available to the public?
General Postsecondary	4, 9, 12	To what extent do institutions of higher education change students?
General Postsecondary	4e, 9, 12	What is the relationship between student learning ability and characteristics of the institution?

ISSUE AREA

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

Level: Community and Junior Colleges

Community & Junior Colleges	1d, 2, 4, 7, 9, 11a, 11b	To what extent have community colleges: a. provided educational opportunity for all qualified? b. been responsive to local needs? c. kept costs down and enabled children from the poorest families to rise out of poverty? d. provided comprehensive education programs? e. been the leaders in continuing education?
Community & Junior Colleges	4, 9, 11	What is the significance of the emergence of community colleges in this country?

ISSUE AREA

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	9	To what extent does college education portend social mobility for the future? a. What alternative routes for upward mobility are available to compensate for the declining value of a college education?
Colleges & Universities Undergraduate	9	To what extent is urban unrest attributable to the reduced role of schooling in social mobility?
Colleges & Universities Undergraduate	9, 10	To what extent can the federal government respond to a depressed job market for college graduates? a. What are the current and potential growth sectors of the economy employing large numbers of college graduates in professional and managerial roles? b. What federal policies and programs can be undertaken to enhance productivity and technical innovation in areas of future growth? c. What federal programs can be undertaken to encourage fields of study pertaining to these occupational areas? d. What federal programs can be undertaken for retraining and life-long learning in specific growth sectors?
Colleges & Universities Undergraduate	2, 4, 9	How do institutions of higher education fit into important community services, such as health, nutrition, and psychological well-being?
Colleges & Universities Undergraduate	2, 4, 9	To what extent will industry take on education as its own responsibility?
Colleges & Universities Undergraduate	5, 8, 9	To what extent will the leveling-off of the growth in higher education affect faculty, graduate programs, research, and institutional flexibility?

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	2g, 4f, 9	To what degree do college residents benefit more from higher education than commuters (especially in terms of personality, attitudes, persistence, and implementation of career plans)?
Colleges & Universities Undergraduate	2, 9	To what extent do educators and administrators delude themselves into neglecting the putative ideal of higher education, while declaring themselves its promoters?
Colleges & Universities Undergraduate	2a, 9	How has the increasing responsiveness of education policies to political and economic influences instead of to intellectual and educational achievement affected colleges and universities?
Colleges & Universities Undergraduate	7, 9	What difference does it make if a student attends a selective private university rather than a two-year college?
Colleges & Universities Undergraduate	4e, 9	To what extent has increased educational equality, through alteration in standards, lessened our confidence in education?
Colleges & Universities Undergraduate	7c, 9	To what extent will higher education become a two-track elitist system in which blacks enroll in community colleges and middle- and upper class students enroll in traditional four-year colleges?
Colleges & Universities Undergraduate	4e, 9	To what extent is educational opportunity equivalent in different types of institutions?
Colleges & Universities Undergraduate	7c, 9	How have our society's priorities changed concerning closing the educational gap between whites and blacks?
Colleges & Universities Undergraduate	7c, 9	To what extent has the educational gap between blacks and whites been narrowed?
Colleges & Universities	1f, 9, 10a	What are the implications of the current national economic situation for higher education? a. What are the implications of changing employment patterns on enrollment in major fields of study?

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES
Level: Colleges and Universities - Undergraduate

b. What will be the impact of changing employment patterns on the demographic composition of the student population?

c. How can or should higher education deal with the growing numbers of underemployed, overeducated people?

d. How will the expected decline in the growth rate of higher education affect institutional recruitment and selection policies regarding women, minority, and nontraditional students?

DATA ELEMENTS:

o What percentage of college graduates currently hold jobs unrelated and related to their college major?

Colleges & Universities Undergraduate	1d, 1f, 4d, 9	What is the financial loss to an institution when a student drops out?

ISSUE AREA

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

Level: Graduate and Professional

Graduate & Professional	9	To what extent is advanced education over-expanded in relation to the quality of the applicant pool?
DATA ELEMENTS:		o What percentage of high school and college graduates do not go on for further study? o Who are these people? o What are their reasons for not continuing? o To what extent would additional financial aid, released time from work, etc., decrease this percentage? o How many who do not go on are qualified to go? o What are their reasons for stopping?
Graduate & Professional	9	To what extent is American society overeducated?
Graduate & Professional	9	To what extent is the solution of certain existing social problems likely to affect the demand for persons with advanced study?
Graduate & Professional	9	To what extent are future social changes likely to affect manpower deployment? a. What are the likely outcomes of selected social changes?
Graduate & Professional	9	What will be the prospect for advanced study in the next several decades?

ISSUE AREA

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

a. Manpower/Job Training/Career Training

Level: General Postsecondary

General Postsecondary	9a, 11	What are the career opportunities for "graduates" of nontraditional learning programs?
General Postsecondary	9a	How can a bridge be built between the worlds of education and employment by the federal government?

ISSUE AREA

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

a. Manpower/Job Training/Career Training

Level: Community and Junior Colleges

Community & Junior Colleges	9a,11a, 11b	To what extent can community colleges facilitate education of adults so that their understanding of critical human issues is broadened?
Community & Junior Colleges	9a, 11a, 11b	In what ways are community colleges equipped to fulfill the need for educational services to contribute toward proficiency in citizenship and adult living?
Community & Junior Colleges	9a	What steps should be taken to inform students about occupational benefits of instruction (e.g., job outlook, manpower needs)?
Community & Junior Colleges	9a, 11	How should community colleges and high schools work together to increase the opportunities for out-of-school unemployed youth?
Community & Junior Colleges	4c, 9a, 11	How should coordination of youth service agencies be handled?
Community & Junior Colleges	9a, 11b	To what extent will the trend from manpower training to lifelong learning at community colleges continue in the next two decades?
Community & Junior Colleges	9a, 9b, 11	To what extent have community colleges provided a living bridge of people between learning and labor?
Community & Junior Colleges	2, 9a, 9b, 9c, 9d	To what extent do the public two-year community colleges of this country contribute to economic growth, full equality for all people, and developing each individual's sense of hope and worth through education?

ISSUE AREA

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

a. Manpower/Job Training/Career Training

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	9a, 9c	What is the relationship between the presently large and heterogeneous supply of college graduates and the job market?
Colleges & Universities Undergraduate	4c, 9a	What can the liberal arts undergraduate do, while in college, so that employment options will be available upon graduation?
Colleges & Universities Undergraduate	4c, 9a, 9c	How has the present tight economy influenced employment possibilities for undergraduates?
Colleges & Universities Undergraduate	9a	To what extent are liberal arts undergraduates uninformed as to appropriate career opportunities?
Colleges & Universities Undergraduate	9a, 9b, 9c, 9d	How do liberal arts majors pursue their fields of academic interest and still make themselves employable upon graduation?
Colleges & Universities Undergraduate	9a, 9c, 9d	To what extent should a liberal arts education be a balance between educating the whole person for a satisfying life and educating a person for a career?
Colleges & Universities Undergraduate	4b, 9a	To what extent have these new programs, and the resulting nonteaching degrees, made candidates more employable?
Colleges & Universities Undergraduate	2d, 9a, 9b	How can defining and assessing quality in the field of education be improved to protect the consumer?
Colleges & Universities Undergraduate	4b, 9a	To what extent have new programs in education attracted more students than traditional teacher training programs?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9a, 9b, 9c, 9d	How can competency-based education make colleges and universities more accountable for the claims they make to students for the ways in which they spend public money?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9a, 9b, 9c, 9d	What is the relationship between competency-based teacher and vocational education and competency-based liberal education?

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES
a. Manpower/Job Training/Career Training
Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	4b, 4e, 4f, 9a, 9b, 9c, 9d	How can liberal arts education competencies be validated?
Colleges & Universities Undergraduate	4c, 9a, 9c	What is the relationship between the demand by employers of certain majors and the supply of students in these majors?
Colleges & Universities Undergraduate	1b, 4c, 9a, 10a	To what extent should the federal government provide funding to colleges and universities for expansion of career counseling services?
Colleges & Universities Undergraduate	2, 9a, 10a	To what extent are negative attitudes of public and state legislators toward higher education caused by: a. belief that educational resources are not being used efficiently (e.g., wasteful practice, overfunding, deficient management practice, top heavy administration)? b. belief that too many people are going to college and that many people with college degrees are underemployed?

ISSUE AREA

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

a. Manpower/Job Training/Career Training

Level: Graduate and Professional

Graduate & Professional	2f, 7a, 9a, 9c	What impact will the downward employment trends in education have on graduate school enrollment? (Subissue of issue above.)
Graduate & Professional	9a	To what extent will the state of the labor market for advanced degree holders change in the next decade?
Graduate & Professional	9a, 9b	To what extent does attacking big social problems (federal monies) increase the demand for individuals with higher degrees?

ISSUE AREA

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

b. Educational Outcome - What Does Society Get - What Does Student Get

Level: General Postsecondary

General Postsecondary	4e, 9b, 10a, 12	To what extent should the federal government assure that students get better information about their choices in postsecondary education and actually receive what they are told they will receive for their money?
General Postsecondary	9b, 9c	How can nontraditional programs maintain an important role in American education without decreasing the value of a college degree?
General Postsecondary	4b, 9b, 11b	What are the societal implications of the demise of liberal arts education and the simultaneous rise of career education?
General Postsecondary	2e, 9b	What are the terms of exchange between the consumer and producer of postsecondary education in the absence of true cost pricing, clearly identified outcomes, and agreed-upon purposes?
General Postsecondary	4e, 5b, 9b, 10a	To what extent are the federal government's efforts related to research leading to goals of equity, efficiency, and effectiveness in postsecondary education?
General Postsecondary	4e, 9b, 10a	How is the federal government assuring quality outputs of the educational system, particularly in the area of postsecondary education?
General Postsecondary	9b, 10a	What leadership can and should Congress provide to assure that students: a. get better information about choices in postsecondary education? b. get what they are told they will receive for their money in postsecondary education?
General Postsecondary	2e, 9b	Does a fair exchange refer to the execution of the activity contracted for or to the achievement of some outcome (receipt of a degree, for example)?

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES
b. Educational Outcome - What Does Society Get - What Does Student Get
Level: General Postsecondary

General Postsecondary	9b, 11, 12	What are the limitations of nontraditional educational credentials in the job market?
		a. How do employers view nontraditional educational credentials?
General Postsecondary	4b, 4e, 4f, 9b	To what extent should the following be priorities for education:
		a. acknowledge that access to education can be no guarantee of individual success?
		b. improve the quality of instruction?
		c. respond effectively to diversity among individual learners?
		d. preserve the integrity and vitality of institutions fof learning?
General Postsecondary	7c, 9b, 10a	To what extent is the level of educational attainment a motivating factor for further education?
		a. What are the public policy implications for providing access to the educationally disadvantaged?
General Postsecondary	4e, 4f, 9b, 12a	How do different modes of residential living affect the learning and personal development of students?
General Postsecondary	4e, 4f 9b, 12	To what extent do small institutions (and/or liberal arts institutions), other things being equal, produce more desirable student changes than large institutions?
General Postsecondary	9b	Who benefits under a home study program?
General Postsecondary	9b	What functions for society will higher education serve in the future (leisure activity, manpower training, socially sanctioned activities)?

ISSUE AREA

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

b. Educational Outcome - What Does Society Get - What Does Student Get

Level: Community and Junior Colleges

Community & Junior Colleges	4b, 9b, 11	To what extent should the community/junior college broaden its goals from helping students obtain a degree to that of "providing every citizen the opportunity for education beyond whatever level was attained in previous schooling, whether or not the ultimate goal is that of obtaining a degree?"
DATA ELEMENTS:		o What are the benefits of traditional grading practices versus mastery of competencies for community colleges? o What are student goals?
Community & Junior Colleges	9b, 10b, 11	To what extent should leaders in community-based education take an active role in educating various levels of lay-governing bodies about community-based education?
DATA ELEMENTS:		o How is this done currently?
Community & Junior Colleges	9b	What can community colleges do to facilitate the interdependence between work and education?
Community & Junior Colleges	9a, 9b, 11	To what extent have community colleges provided a living bridge of people between learning and labor?
Community & Junior Colleges	2, 9a, 9b, 9c, 9d	To what extent do the public two-year community colleges of this country contribute to economic growth, full equality for all people, and developing each individual's sense of hope and worth through education?

ISSUE AREA

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

b. Educational Outcome - What Does Society Get - What Does Student Get

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	2, 4c, 4e, 9b, 9c, 9d	To what extent should the future of higher education be decided on moral grounds based on the following propositions: a. that higher education contributes to the cognitive and affective qualities and the practical competence of people as individuals and is therefore conducive to their full development as human beings? b. that higher education enhances the quality of social life in many ways? c. that the number of persons who could benefit from higher education greatly exceeds the number who now partake of it, especially if innovative programs suited to diverse clienteles were available?
Colleges & Universities Undergraduate	2, 4c, 4e, 9b, 9c, 9d	How will the following increase pressure for open access to higher education: a. reduction of traditional enrollments? b. unemployment of uneducated youth? c. natural resource depletion and pollution?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	How can liberal education be defined in process outcomes or competencies?
Colleges & Universities Undergraduate	9b, 12	To what extent have American students studying abroad and foreign students studying in American institutions of higher education contributed to future cooperation, understanding, and peace among those countries involved?
Colleges & Universities Undergraduate	7, 9b	What is the relationship between admission to a selective private university or a two-year college and equivalent educational experience?

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

b. Educational Outcome - What Does Society Get - What Does Student Get

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	2d, 9a, 9b	How can defining and assessing quality in the field of education be improved to protect the consumer?
Colleges & Universities Undergraduate	9b	What special contribution can church-related institutions make to intellectual enlightment and humanistic education?
Colleges & Universities Undergraduate	9b, 9c	To what extent is a college degree no longer worth a young person's investment in it because of its declining economic returns?
Colleges & Universities Undergraduate	2f, 9b, 9c	To what extent does the apparent decline in economic value of a degree represent a serious threat to the financial viability of higher education because this decline will lead to sharply falling enrollments?
Colleges & Universities Undergraduate	9b	To what extent are the benefits of higher education outweighed by its costs and burdens?
Colleges & Universities Undergraduate	9b	To what extent is public skepticism about the value of higher education justified?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	How can competency-based education prove or validate that an undergraduate is competent and prepared for the outside world?
Colleges & Universities Undergraduate	9a, 9b, 9c, 9d	How do liberal arts majors pursue their fields of academic interest and still make themselves employable upon graduation?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	To what extent does competency-based education constitute a major reform in liberal education?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	To what extent does competency-based education represent a trivialization and mechanization of the educational process?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9a, 9b, 9c, 9d	How can liberal arts education competencies be validated?

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

b. Educational Outcome - What Does Society Get - What Does Student Get

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	4b, 4e, 4f, 9b	What competencies crucial to undergraduates do the academic disciplines offer?
Colleges & Universities Undergraduate	4b, 9b	To what extent are these new programs truly a response to student demands?
Colleges & Universities Undergraduate	4c, 9b	To what extent have the relationships of education and work been underemphasized and/or misrepresented in colleges and universities?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9a, 9b, 9c, 9d	How can competency-based education make colleges and universities more accountable for the claims they make to students for the ways in which they spend public money?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9a, 9b, 9c, 9d	What is the relationship between competency-based teacher and vocational education and competency-based liberal education?

ISSUE AREA

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

b. Educational Outcome - What Does Society Get - What Does Student Get

Level: Graduate and Professional

Graduate & Professional	7, 9b	To what extent should the opportunities for advanced training be limited by the job market as opposed to freedom of choice by the student?
Graduate & Professional	9b	What are the benefits of PhD's going into business and government?
Graduate & Professional	9b	What is the short-run political outlook for meeting social needs and increasing demand for more professional and administrative jobs?
Graduate & Professional	4c, 9b	What is the responsibility of the institution in guiding students in advanced study coursework in response to the job market?
Graduate Professional	9a, 9b	To what extent does attacking social problems (federal monies) increase the demand for individuals with higher degrees?
Graduate & Professional	9b	To what extent does availability of highly educated workers affect employers' adoption of technologies that will permit use of this labor pool?

ISSUE AREA

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

c. Economic Returns

Level: General Postsecondary

General Postsecondary	3a, 9c, 9d	To what extent have proprietary schools failed to prepare students for jobs or give them fair refunds if they have dropped out?
General Postsecondary	4e, 9c	What impact does institutional quality have on the lifetime earnings of students?
General Postsecondary	9c, 9d	To what extent should the evaluation criterion of an institution be based on quality of education (e.g., capacity to inquire, to reflect, to make judgments, to be original, to lead, to live with oneself) rather than economic considerations (the ability to make money)?
General Postsecondary	9b, 9c	How can nontraditional programs maintain an important role in American education without decreasing the value of a college degree?

ISSUE AREA

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

c. Economic Returns

Level: Community and Junior Colleges

Community & Junior Colleges	2, 9a, 9b, 9c, 9d	To what extent do the public two-year community colleges of this country contribute to economic growth, full equality for all people, and developing each individual's sense of hope and worth through education?

ISSUE AREA

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

c. Economic Returns

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	2, 4c, 4e, 9b, 9c, 9d	To what extent should the future of higher education be decided on moral grounds based on the following propositions: a. that higher education contributes to the cognitive and affective qualities and the practical competence of people as individuals and is therefore conducive to their full development as human beings? b. that higher education enhances the quality of social life in many ways? c. that the number of persons who could benefit from higher education greatly exceeds the number who now partake of it, especially if innovative programs suited to diverse clienteles were available?
Colleges & Universities Undergraduate	2, 4c, 4e, 9b, 9c, 9d	How will the following increase pressure for open access to higher education: a. reduction of traditional enrollments? b. unemployment of uneducated youth? c. natural resource depletion and pollution?
Colleges & Universities Undergraduate	9c	To what extent does a student's familiarity with the work world and its operation influence his or her employability?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9a, 9b, 9c, 9d	How can competency-based education make colleges and universities more accountable for the claims they make to students for the ways in which they spend public money?
Colleges & Universities Undergraduate	9a, 9c	What is the relationship between the presently large and heterogeneous supply of college graduates and the job market?
Colleges & Universities Undergraduate	4c, 9a, 9c	What is the relationship between the demand by employers of certain majors and the supply of students in these majors?

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

c. Economic Returns

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	4c, 9a, 9c	How has the present tight economy influenced employment possibilities for undergraduates?
Colleges & Universities Undergraduate	9a, 9b, 9c, 9d	How do liberal arts majors pursue their fields of academic interest and still make themselves employable upon graduation?
Colleges & Universities Undergraduate	9a, 9c, 9d	To what extent should a liberal arts education be a balance between educating the whole person for a satisfying life and educating a person for a career?
Colleges & Universities Undergradate	4b, 4e, 4f, 9a, 9b, 9c, 9d	How can liberal arts education competencies be validated?
Colleges & Universities Undergraduate	9c	What are the likely changes in the relationship between education and work due to a decline in the economic benefits of a college education?
Colleges & Universities Undergraduate	2f, 9b, 9c	To what extent does the apparent decline in economic value of a degree represent a serious threat to the financial viability of higher education because this decline will lead to sharply falling enrollments?
Colleges & Universities Undergraduate	9b, 9c	To what extent is a college degree no longer worth a young person's investment in it because of its declining economic returns?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9a, 9b, 9c, 9d	What is the relationship between competency-based teacher and vocational education and competency-based liberal education?

ISSUE AREA

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

c. Economic Returns

Level: Graduate and Professional

Graduate & Professional	2f, 7a, 9a, 9c	What impact will the downward employment trends in education have on graduate school enrollment? (Subissue of issue above.)

ISSUE AREA

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

d. Personal Returns

Level: General Postsecondary

General Postsecondary	2e, 9d	To what extent is the disenchantment with education among young people related to the breakdown in community?
General Postsecondary	9c, 9d	To what extent should the evaluation criterion of an institution be based on quality of education (e.g., capacity to inquire, to reflect, to make judgments, to be orginal, to lead, to live with oneself) rather than economic considerations (the ability to make money)?
General Postsecondary	3a, 9c, 9d	To what extent have proprietary schools failed to prepare students for jobs or give them fair refunds if they have dropped out?

ISSUE AREA

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

d. Personal Returns

Level: Community and Junior Colleges

Community & Junior Colleges	2, 9a, 9b, 9c, 9d	To what extent do the public two-year community colleges of this country contribute to economic growth, full equality for all people, and developing each individual's sense of hope and worth through education?

ISSUE AREA

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

d. Personal Returns

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	2, 4c, 4e, 9b, 9c, 9d	To what extent should the future of higher education be decided on moral grounds based on the following propositions: a. that higher education contributes to the cognitive and affective qualities and the practical competence of people as individuals and is therefore conducive to their full development as human beings? b. that higher education enhances the quality of social life in many ways? c. that the number of persons who could benefit from higher education greatly exceeds the number who now partake of it, especially if innovative programs suited to diverse clienteles were available?
Colleges & Universities Undergraduate	2, 4c, 4e, 9b, 9c, 9d	How will the following increase pressure for open access to higher education: a. reduction of traditional enrollments? b. unemployment of uneducated youth? c. natural resource depletion and pollution?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9a, 9b, 9c, 9d	How can liberal arts education competencies be validated?
Colleges & Universities Undergraduate	9a, 9b, 9c, 9d	How do liberal arts majors pursue their fields of academic interest and still make themselves employable upon graduation?
Colleges & Universities Undergraduate	9a, 9c, 9d	To what extent should a liberal arts education be a balance between educating the whole person for a satisfying life and educating a person for a career?

9. VALUES AND BENEFITS OF COLLEGE EDUCATION AND ALTERNATIVES

d. Personal Returns

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	4b, 4e, 4f, 9a, 9b, 9c, 9d	What is the relationship between competency-based teacher and vocational education and competency-based liberal education?
Colleges & Universities Undergraduate	4b, 4e, 4f, 9a, 9b, 9c, 9d	How can competency-based education make colleges and universities more accountable for the claims they make to students for the ways in which they spend public money?
Colleges & Universities Undergraduate	1e, 4b, 9d	What is the impact of private higher education on the development of special educational programs that contribute to diversity of educational opportunities?
Colleges & Universities Undergraduate	2, 3a, 7a, 9d	What is the relationship between adequate information for students and participant satisfaction at the chosen institution?
DATA ELEMENTS:		Student survey - random selection.

ISSUE AREA

10. GOVERNMENT REGULATION AND POLICY

Level: General Postsecondary

General Postsecondary	1b, 6b, 10	What should be the relationship between the federal government's financial obligations and institutions' financial obligations in desegregation efforts?
General Postsecondary	3, 10	To what extent should the federal agency have the responsibility for providing students and others with individualized information through data banks (e.g., interactive programs to identify personal values and academic interest; identification of education, training, or job opportunities; identification of admissions policies; identification of postsecondary education costs and financial aid estimates; individualized instruction)?
General Postsecondary	10	How should educational programs be organized on a federal level?
General Postsecondary	10	What guarantees should be built into the federal structure for more responsiveness to needs of students, prospective students, families, citizens, and policymakers?
General Postsecondary	10	To what extent should the new federal government structure be responsible for dissemination of information about the condition of education in the states?
General Postsecondary	10, 11	What responsibilities do states have for protecting the student in terms of quality of educational training?
General Postsecondary	10	To what extent would a new federal structure address the need of a clearinghouse of resources for student leaders?
General Postsecondary	7b, 10	How can access to quality education for everyone (racial minorities, women, handicapped, and non-English speaking) be assured by the federal government?

10. GOVERNMENT REGULATION AND POLICY
Level: General Postsecondary

General Postsecondary	10	To what extent should the federal government increase dissemination of educational information (especially from NIE and NCES) to local administrators, teachers, students, and their families?
DATA ELEMENTS:		o Dollars HEW gives to postsecondary education, by the various government departments.
General Postsecondary	10	How would a cabinet-level Department of Education help the education world and the American people cope with a variety of problems that are steadily becoming worse?
General Postsecondary	10	To what extent has postsecondary education been neglected by HEW in the last 15 years?
General Postsecondary	10	What could be done at the federal level to give greater visibility and a higher level of administrative attention to education and the pursuit of knowledge?
General Postsecondary	10	If a Department of Education is formed, to what extent will this change federal, state, local, institutional, and individual relationships?
General Postsecondary	10	To what extent will the sharing of information (research policy studies, administrative activities, etc.) help coordinate the 22 federal cabinet-level agencies that now have education programs?
General Postsecondary	10	If an "Education Forum" were to be established, what is the likelihood that a mix of funding (federal, state, local agencies, individuals, foundations, educational associations) could be obtained?

ISSUE AREA

10. GOVERNMENT REGULATION AND POLICY

Level: College and Universities - Undergraduate

Colleges & Universities Undergraduate	10	What impact have the demands of the middle-class constituency for educational opportunies and aid for middle-class students had on legislators?
Colleges & Universities Undergraduate	le, 4f, 2a, 4e, 10	To what extent have public policies doomed some institutions to weakness in spite of being well-managed and educationally effective?
Colleges & Universities Undergraduate	le, lf, 3, 10	What are the public policies regarding the pattern of support for higher education for which public and private institutions differ?
Colleges & Universities Undergraduate	9, 10	To what extent can the federal government respond to a depressed job market for college graduates? a. What are the current and potential growth sectors of the economy employing large numbers of college graduates in professional and managerial roles? b. What federal policies and programs can be undertaken to enhance productivity and technical innovation in areas of future growth? c. What federal programs can be undertaken to encourage fields of study pertaining to these occupational areas? d. What federal programs can be undertaken for retraining and life-long learning in specific growth sectors?
Colleges & Universities Undergraduate	2, 10	To what extent will institutional self-policing avoid additional federal regulations?
DATA ELEMENTS:		o How can institutional "self-policing" be enforced (with regard to misrepresentations, etc.) in a competitive institutional market? o Areas in which violations and potential violations regularly occur? o What practices are covered or what violations are specifically prohibited by federal/state regulations?

ISSUE AREA

10. GOVERNMENT REGULATION AND POLICY

Level: Graduate and Professional

Graduate & Professional	10, 12	What is the state responsibility to the student consumer in guaranteeing standards?
Graduate & Professional	4e, 10	What standards should be maintained by the state for off-campus graduate education courses?

ISSUE AREA

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State and Local Government

Level: General Postsecondary

General Postsecondary	3a, 10a	Who should participate in drafting rules and regulations concerning federal aid?
General Postsecondary	4e, 9b, 10a, 12	To what extent should the federal government assure that students get better information about their choices in postsecondary education and actually receive what they are told they will receive for their money?
General Postsecondary	1b, 10a	To what extent have state vocational educational boards understated the amount of federal aid to be allocated to postsecondary and adult programs?
General Postsecondary	1b, 10a	To what extent have statewide systems of education been denied participation in the development of state plans for vocational education?
General Postsecondary	1b, 10a	To what extent are state vocational education boards procedures and plans within the intent of new federal amendents?
General Postsecondary	10a	To what extent should higher education admission policies be federally controlled and based on manpower needs?
General Postsecondary	2d, 10a	To what extent should we continue relying on voluntary accrediting associations for determining which institutions are eligible for federal programs? Should we supplement accreditation with federal criteria for eligibility?
General Postsecondary	7c, 10a	To what extent is equal educational opportunity (with regard to age, race, sex, national origin, handicap, economic condition, or geographic location) a national (state/federal/institutional) goal?
General Postsecondary	7c, 10a	To what extent has the state/federal/institutional partnership achieved equal access to postsecondary education?

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State and Local Government

Level: General Postsecondary

General Postsecondary	10a	To what extent is federal intervention necessary to facilitate the expansion of lifelong learning?
General Postsecondary	3a, 3b, 10a	How far should the federal establishment go to standardize forms and systems of student financial aid such as: o a common application form? o a common or comparable needs-analysis system? o common calendar for the management of federal and state student aid? o a coordination of state-related programs in U.S.O.E.?
General Postsecondary	3a, 3c, 10a	To what extent should the federal government consolidate federal money for student aid within an institution?
General Postsecondary	3a, 10a	How should state allotments for federal student aid funding be determined?
General Postsecondary	3a, 10a, 12d	To what extent should the federal government: a. allow institutions to use federal funds for employment in on-campus and off-campus nonprofit agencies? b. provide grants for full-time coordinators of student employment in the private sector?
General Postsecondary	3a, 3f, 10a	To what extent should federally guaranteed student loans be necessary and how should the program be administered?
General Postsecondary	1b, 1c, 10a	To what extent is unrestricted institutional aid a state rather than a federal responsibility?
General Postsecondary	2, 10a	How does the composition of state planning and coordination bodies affect the governance of postsecondary institutions?

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State and Local Government

Level: General Postsecondary

General Postsecondary	10a, 11	To what extent should the federal government financially assist nontraditional education efforts?
General Postsecondary	4e, 10a	To what extent has postsecondary education excellence and an informed citizenry been supported as national goals?
General Postsecondary	10a	What are the implications of increased federal involvement with postsecondary education while state involvement declines?
General Postsecondary	3a, 10a, 11b	What are the major factors that have diminished the effectiveness of the Guaranteed Student Loan Program for home study students (e.g., failure to define program, poor communications, failure to administer regulations uniformly)?
General Postsecondary	2, 10a	What are the new responsibilities for statewide coordination and governance?
General Postsecondary	2, 10a, 12	To what extent are state coordinating agencies responsible for and/or concerned with consumer protection in postsecondary education?
DATE ELEMENTS:		o State initiated inventories of postsecondary opportunities, including acceptance ratios, price information, program requirements, transfer policies, course acceptability, placement information. o State standard for descriptions of postsecondary institutions. o Patterns of educational consumption, attendance and attitudes.
General Postsecondary	10a	To what extent does federal financial support for increasing quality of postsecondary education imply support or control of state role in education?
General Postsecondary	2, 10a	What are the advantages of governing boards, consolidated governing boards, and coordinating boards?

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State and Local Government

Level: General Postsecondary

General Postsecondary	4e, 9b, 10a	How is the federal government assuring quality outputs of the educational system, particularly in the area of postsecondary education?
General Postsecondary	4e, 5b, 9b, 10a	To what extent are the federal government's efforts related to research leading to goals of equity, efficiency, and effectiveness in postsecondary education?
General Postsecondary	10a	To what extent has the federal government failed to recognize and understand the difference among states and how has this hindered the creation of an effective state/federal/institutional partnership in postsecondary education?
General Postsecondary	10a	To what extent has federally required state postsecondary education planning ignored or failed to build upon and strengthen existing state efforts?
General Postsecondary	2, 10a	If states demand performance audits of postsecondary institutions what criteria should be used (e.g., efficiency vs. educational effectiveness) and who (state agencies in cooperation with the academic community) should undertake the audits?
General Postsecondary	10a	To what extent is education the primary responsibility of the states?
General Postsecondary	10a	What is the federal role in the area of education?
General Postsecondary	10a	To what extent will a state/federal/institutional partnership represent the most effective and efficient means of marshalling the nation's educational resources?
General Postsecondary	10a	How can state and federal planning and leadership for postsecondary education be supported?
General Postsecondary	10a, 12	To what extent is consumer protection in education the responsiblity of the local, state, and/or federal government?
General Postsecondary	10a	How is the management of an educational system related to the form of government a country has?

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State and Local Government

Level: General Postsecondary

General Postsecondary	3a, 10a	What effect do indecisive implementation and enforcement of regulations have on the conduct of educational programs and institutions?
General Postsecondary	3e, 10a	To what extent have federal programs been successful in matching resources to needs in postsecondary education?
General Postsecondary	6, 10a	Are in-house lawyers necessary to combat "legal pollution" - emission by federal government of noxious laws and regulations?
General Postsecondary	1c, 1e, 10a	To what extent should states support private higher education institutions?
General Postsecondary	10a	How should a federal affirmative action program be structured?
General Postsecondary	1d, 10a	To what extent is tuition an issue of state rather than federal policy?
General Postsecondary	3a, 3g, 10a	What should be the basic purpose of the student loan program and what should be the specific federal role?
General Postsecondary	10a	What will be the primary focus of the federal government in postsecondary education of the 1980's?
General Postsecondary	3a, 3f, 10a	To what extent should federal aid: a. help meet nontuition expenses of attending college? b. focus on students whose family income is below the national median?
General Postsecondary	10a	What were the political factors hindering the implementation of the Lifelong Learning Act?
General Postsecondary	3a, 10a	How can a federal consolidated program be designed to improve timing and develop a formula to compute an equitable distribution of funds?
General Postsecondary	10a	To what extent will state higher or postsecondary education agencies spend time and staff on planning for federal purposes?
General Postsecondary	10a	What will be the primary focus of the federal government in postsecondary education of the 1980's?

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State and Local Government

Level: General Postsecondary

General Postsecondary	4b, 4e, 8e, 10a	To what extent is government red tape choking the ability of educational institutions to respond to change, to develop programs and policies unique to their particular geographi ical areas, and to enhance the creativity and individual initiative necessary for excellence?
General Postsecondary	10a	What should the federal role be in postsecondary education?
General Postsecondary	10a	To what extent should the federal government support tax credits for expenses related to postsecondary education and tax incentives for charitable contributions to educational institutions?
General Postsecondary	10a	To what extent has the demand by state government and the general public for greater accountability increased?
General Postsecondary	10a	To what extent will the trend of federal programs call for statewide plans and impose regulations and additional responsiblities on state agencies?
General Postsecondary	10a	How can state and federal programs be looked at and planned for in relation to each other?
General Postsecondary	2, 10a	To what extent will the responsibility for higher and postsecondary education move to the executive and/or legislative branches of the state government?
General Postsecondary	2, 10a	To what extent are state legislative and executive expectations demanding greater responsibility through further centralization and control within a state coordinating or governing board for postsecondary education?
General Postsecondary	4b, 4e, 10a	To what extent have federal laws, rules and regulations related to postsecondary education reduced unjustifiable discrimination in educational service offerings?
General Postsecondary	2, 10a	What forms of accountability are being demanded (e.g., fiscal accounting of funds, development of management information systems, program budgeting, zero based budgeting, performance audit, and program review)?
General Postsecondary	1b, 6, 10a	To what extent does the state have the legal authority to appropriate federal funds for postsecondary education?

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State and Local Government

Level: General Postsecondary

General Postsecondary	3a, 10a	How can a team approach between DHEW, USOE, and educational groups improve the implementation of federal aid programs?
DATA ELEMENTS:		o Number of home study vs. residential students.
		o Amount of federal funds to home study vs. residential students.
General Postsecondary	2a, 10a	How will changes in the governance of colleges by governments affect educational innovation?
General Postsecondary	7c, 10a	What is the proper role for the federal government in postsecondary education to:
		a. influence the educational policies and priorities of the institutions?
		b. provide educational opportunity and access?
General Postsecondary	10a	How is the management of an educational system related to the form of government a country has?
General Postsecondary	1b, 2b, 10a	To what extent would state veto power over federal higher education funds have a serious impact on publicly supported higher education (in terms of autonomy from state control)?
General Postsecondary	7c, 9b, 10a	To what extent is the level of educational attainment a motivating factor for further education?
		a. What are the public policy implications for providing access to the educationally disadvantaged?
General Postsecondary	10a, 11	What role should state and federal government play in recurrent education and the creation of community-centered education?
General Postsecondary	4, 7, 10a	Can the educational system maintain a sensitive balance between the public demand for accountability and the learner's need for diversity and freedom of choice? How will the trend toward accountability effect curriculum options?

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State and Local Government

Level: General Postsecondary

General Postsecondary	1b, 6, 10a	What control over federal funding of colleges and universities should state legislators have?
General Postsecondary	3a, 10a	How can federal, state, institutions and the public work together to develop? a. a single federal application for student assistance? b. a needs analysis system?
General Postsecondary	3a, 10a, 11b	What are the major factors that have diminished the effectiveness of Basic Economic Opportunity Grant Program for home study students?
General Postsecondary	3a, 10a, 12d	To what extent should federal funds be used to support work-related programs, e.g.: a. work-study and/or part-time employment? b. grants to community organizations to hire full-time coordinators of student employment in the private sector?
General Postsecondary	10a	What is the extent of the Department of Defense's commitment to encourage and assist education within the armed forces?
General Postsecondary	3a, 3f, 10a	How should student aid laws be written so that community college students have a full opportunity to participate, yet take into account factors such as lower tuition in community colleges and equal nontuition costs for community college students?
General Postsecondary	2e, 10a	What has been the effect of state and federal regulations on the bureaucratic needs and the traditional purposes of postsecondary institutions?
General Postsecondary	3a, 10a	To what extent should federal funding programs be consolidated within institutions with broad federal guidelines and distribution by state allotments be eliminated?
General Postsecondary	1e, 10a	To what extent does the existence of a strong private sector provide a check on state and federal government controls?

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State and Local Government

Level: General Postsecondary

General Postsecondary	1b, 10a	To what extent will community colleges benefit more than vocational/technical schools, private colleges, four-year state colleges, or state universities from the federal priority on occupational education?
General Postsecondary	10a	What is federal government reorganization of education going to do for students and prospective students?
General Postsecondary	1b, 8c, 10a	To what extent is unrestricted federal institutional aid apart from Title IV appropriate for the federal government? Would this result in unwarranted federal intrusion into the life of each institution?
General Postsecondary	10a, 11	What accounts for the regional disparities in the level of participation by adult learners? To what extent do they reflect state intervention in the issues of adult education?
General Postsecondary	10a, 11	To what extent can public policy provide incentives for increasing the level of participation in organized adult education?
General Postsecondary	6b, 7c, 10a	To what extent should the government "force" equal educational opportunity? a. When is it a proper expectation for the government to simply remove the impediments to equal opportunity? b. When is it a proper expectation that the government will assure equal opportunity by positive action? c. When is it a proper expectation that the government will see that there is compensation for previous unequal opportunity? d. How can the government meet an expectation and assure redress of past unjustice and still not exceed the bounds of constitutional authority? e. How can the challenge of "inverse discrimination" be reconciled with the ideals of equal opportunity and an open society?

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State and Local Government

Level: General Postsecondary

General Postsecondary	10a	What is the relationship of postsecondary education education to state government and how is it changing?
General Postsecondary	10a	To what extent can the federal government address unmet education needs of black Americans?
DATA ELEMENTS:		o What are the unmet educational needs of black Americans? o Is there a disproportionate number of whites in higher education?
General Postsecondary	10a	What should be the federal role in postsecondary education?
General Postsecondary	9b, 10a	What leadership can and should Congress provide to assure that students: a. get better information about choices in postsecondary education? b. get what they are told they will receive for their money in postsecondary education?
General Postsecondary	10a	What should be the federal versus state responsibilites in maintaining educational opportunity centers?
General Postsecondary	3a, 3b, 3c, 10a	To what extent is it possible for state, student aid agencies, institutions, and the general public to work together: a. to develop a single aid application form and needs-analysis system for all federal programs? b. to develop grants announcement dates early enough to work out entire aid packages? c. to design student aid programs that fit the needs of the institutions?

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State and Local Government

Level: General Postsecondary

General Postsecondary	1b, 1c, 7c, 10a	To what extent has the federal government been successful in eliminating the capricious finance systems existing in many states, particularly those systems that affect access to and choice of postsecondary education?
General Postsecondary	3a, 3b, 10a	What is the federal role in state student aid programs?

ISSUE AREA

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State and Local Government

Level: Community and Junior College

Community & Junior Colleges	10a	To what extent should state policy give as much autonomy as possible to community colleges?
Community & Junior Colleges	2, 10a	What are the effects of consumerism on the autonomy of higher educational institutions in developing institutional policies and practices?
DATA ELEMENTS:		o Institutional policy changes as a result of recent federal/state regulations. o Institutions that would be most susceptible to consumers.
Community Junior Colleges	1b, 10a 11b	To what extent would community colleges benefit from federal support for occupational education?
Community & Junior Colleges	3a, 10a	To what extent should federal student assistance laws be rewritten so that a. community college students have a full opportunity to participate? b. student aid formulas will take into account nontuition costs in community colleges that can be as high or higher than in other postsecondary institutions (e.g., transportation, books, room, and board)?
Community & Junior Colleges	2, 8, 10a	To what extent has Congress contributed to understaffed financial aid offices because of its failure to authorize support to institutions receiving aid?
Community & Junior Colleges	6b, 8d, 10a	To what extent does traditional labor law "fit" the higher education context?

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State and Local Government

Level: Community and Junior Colleges

Community & Junior Colleges	10a	What is the relationship between city governments and colleges and universities?
Community & Junior Colleges	1, 2, 10a	Is there public support for the establishment of comprehensive, community education programs utilizing public facilities as community centers?
DATA ELEMENTS:		o Is there legislative support for the concept of community-based, performance-oriented education?
Community & Junior Colleges	2, 10a	To what extent should institutions develop a direct relationship with the city government to provide a stronger focal point for the institution's urban involvement?
Community & Junior Colleges	10a	To what extent do colleges and universities really serve urban needs or demonstrate a cohesive urban commitment?
Communtiy & Junior Colleges	10a	What can the three levels of government do to facilitate cooperation in achieving both educational and vocational goals?
Community & Junior Colleges	10a	How are the education-work goals of community colleges and the federal government closely related?
Community & Junior Colleges	10a	What is the relationship between the load of federal and state regulation and the capacity of the community college to fulfill its main mission of responsiveness to the community?
Community & Junior Colleges	10a	What is the current level of legislative support for community colleges around the country?
DATA ELEMENTS:		o Do state legislative activities show that the level of funding and other support for community and junior colleges is a major issue?
Community & Junior Colleges	2, 5, 10a	Given sufficient money so that is not a deterrent to action, what should be the relationship of higher education to the city government in seeking to identify urban needs and demands, in setting priorities among demands, and in developing appropriate responses?

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State and Local Government

Level: Community and Junior Colleges

Community & Junior Colleges	8d, 10a	To what extent can collective bargaining be used to strengthen the community college relative to the other state institutions of higher education?
DATA ELEMENTS:		o Participation in various bargaining associations by type of institution, participation within institutions, trends in salaries and benefits before and after bargaining.
Community & Junior Colleges	1b, 1c, 2, 10a	To what extent does greater state funding of public community colleges lead to an increase of state control over the institutions?
DATA ELEMENTS:		o What administrative and policy areas are affected by the qualifications or limitations of state funding legislation?
Community & Junior Colleges	2, 10a	To what extent are state legislatures concerned with the institutional growth of public community colleges?
DATA ELEMENTS:		o Among the range of legislative topics proposed or considered by state legislatures, how much attention is given to topics directly pertaining to the expansion of public community colleges?
Community & Junior Colleges	2, 2e, 4e, 4f, 5, 10a	With regard to the interface between colleges and universities and their local environment: a. What is the responsibility of the institution to its students? b. What public services can the institution provide for urban needs? c. What are appropriate research responses to urban problems? d. How should the institution act as a corporate entity in the community?

ISSUE AREA

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State, and Local Government

Level: Vocational/Technical

Vocational Technical	1b, 1c, 10a, 10b	How can legislation that gives the small business manager a tax break for working with someone in a cooperative school work program be promoted?

ISSUE AREA

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State and Local Government

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	10a	To what extent can the state and federal control of institutions of higher education be improved by more efficient administration and definition of jurisdiction?
Colleges & Universities Undergraduate	10a	To what extent does federal regulation threaten to secularize private church-affiliated institutions?
Colleges & Universities Undergraduate	1b, 1e, 10a	To what extent does Title IX infringe upon religious freedom in private church-affiliated institutions?
Colleges & Universities Undergraduate	1b, 1e, 10a	To what extent are federal regulations, reporting requirements, and mandated programs pricing private education out of the market?
Colleges & Universities Undergraduate	6b, 7c, 10a	To what extent does the IRS ruling requiring a set quota of minority students clash with the first Amendment guarantees of free exercise of religion at a private church-affiliated institution?
Colleges & Universities Undergraduate	2, 10a	To what extent should state higher education institutions become more administratively efficient by: a. working with agencies of the state and federal government to decrease the campus administrative workload required by legislation? b. increasing summer enrollments? c. reducing unnecessary internal bureaucracy? d. reducing the cost of educating students by accelerating educational processes? e. defining statewide needs, assigning responsibilities to specific universities, and minimizing duplication and overlapping programs?

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State and Local Government

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1b, 1e, 3a, 10a	To what extent should the federal government use tax money as a means of supporting private institutions of higher learning and the students who attend them?
Colleges & Universities Undergraduate	1b, 1e, 10a	How could necessary accountability stemming from substantial tax support destroy the independence of private institutions? Does this affect vary depending on whether the institution is a college or university?
Colleges & Universities Undergraduate	8d, 10a	To what extent has faculty collective bargaining spur state legislatures to introduce bills aimed at granting these rights?
Colleges & Universities Undergraduate	8d, 10a	To what extent has state legislation been a major factor in the spread of faculty collective bargaining?
Colleges & Universities Undergraduate	8d, 10a	To what extent did heavy Democratic victories in the 1974 elections and the resulting increased power of organized labor become a factor in expanding bargaining rights for public employees?
Colleges & Universities Undergraduate	8d, 10a	To what extent has the threat that Congress might preempt state authority spurred states to action regarding collective bargaining?
Colleges & Universities Undergraduate	10a	What do states see as their responsibility to colleges and universities (e.g., diversity, accountability)?
Colleges & Universities Undergraduates	10a	What is the extent of the state's involvement with the education of its citizens?
Colleges & Universities Undergraduates	10a	How can the needs of both the state and the institutions best be served?
Colleges & Universiites Undergraduate	10a	What are the concerns of the state in relation to institutions?
Colleges & Universities Undergraduate	10a	How can a state retain its responsibility to require accountability and yet assure maintenance of the institutions' freedom and productivity?

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State and Local Government

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1b, 3a, 10a	Through what methods and channels can the federal government provide long-term financial assistance in addition to short-term contracts and grants for higher education?
Colleges & Universities Undergraduate	1f, 10a	To what extent will a dedication to automony from detailed public control affect the health of highly selective institutions?
Colleges & Universities Undergraduate	10a	To what extent has there been an improvement in higher education's relation with the Executive Branch over the past few years?
Colleges & Universities Undergraduate	1b, 10a	To what extent have federal policies to help rescue private colleges from fiscal failure adversely affected public institutions?
Colleges & Universities Undergraduate	2, 10a	To what extent does the federal concern with consumer protection affect or encroach upon institutional management and responsibility?
Colleges & Universities Undergraduate	10a, 10b	To what extent have consultation or inputs from the higher education community outside the government been deficient with regards to federal legislation and regulation?
DATA ELEMENTS:		o What channels of communication presently exist? o Who is normally consulted? At what level?
Colleges & Universities Undergraduate	2, 3a, 7a, 10a	What has been the impact of Section 493A of the Education Amendments of 1976 on providing adequate information for students?
DATA ELEMENTS:		o Institutional policy changes as a result of new regulations: information in brochures as well as means of dissemination in recruiting. o What information is currently required by state and federal regulation?
Colleges & Universities Undergraduate	3a, 10a	How will the new data system designed by USOE affect the amount of paperwork required of institutions and students?
Colleges & Universities Undergraduate	6b, 8f, 10a	To what extent has civil rights legislation, both state and federal, intervened in the hiring of faculty members?
Colleges & Universites Undergraduate	10a	To what extent has there been active interacttion between the public and private higher education community and government lawmakers?

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State and Local Government

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduates	10a	What are the advantages of systemwide evaluation versus local evaluation?
Colleges & Universities Undergraduate	1b, 4c, 9a, 10a	To what extent should the federal government provide funding to colleges and universities for expansion of career counseling services?
Colleges & Universities Undergraduate	8f, 10a	Should the federal government reexamine its criteria for selecting preferred groups for its affirmative action policy?
Colleges & Universities Undergraduate	10a	How far should the government go to reduce the number of regulatory agencies concerned with similar subject matter?
Colleges & Universities Undergraduate	1b, 10a	What are the proper limits of government "interference" with regard to accountabilty?
Colleges & Universities Undergraduate	2, 6b, 10a	To what extent are past, present, and future legal decisions likely to have enormous impact on the American higher education agenda?
Colleges & Universities Undergraduate	1b, 1f, 10a	To what extent would reduction of federal funds to institutions of higher education put those institutions in deeper financial trouble?
Colleges & Universities Undergraduate	10a	To what extent has the federal government increased its regulation of the principal functions of higher education?
Colleges & Universities Undergraduate	2, 10a	To what extent should higher education institutions be more self-denying in imposing governmental requirements that are unwarranted or unreasonable?
Colleges & Universities Undergraduate	2f, 7, 10a	What is the best way to stimulate the investment of more intellectual captital by colleges and universities in the analysis of issues that will shape the future of higher education?

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State and Local Government

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1b, 2, 10a	To what degree should colleges and universities be held accountable for federal funds received?
Colleges & Universities Undergraduate	10a	How have the federal and state governments influenced the expansion of residential facilities?
Colleges & Universities Undergraduate	1f, 8b, 10a	To what extent have social security payments by institutions been a sufficiently large expenditure that resources were found to be insufficient?
Colleges & Universities Undergraduate	3a, 3g, 10a	To what extent have students abused federal financial aid programs?
Colleges & Universities Undergraduate	3a, 3c, 10a	To what extent have institutions supplied adequate data on which to base new financial aid programs or redesign old ones?
Colleges & Universities Undergraduate	1b, 10a	To what extent has federal funding of higher education been capricious, as in the case of capitation grants for the health sciences?
Colleges & Universities Undergraduate	2, 10a	To what extent does the diversity of higher education make it difficult to devise and apply regulations related to control?
Colleges & Universities Undergraduate	1b, 1c, 10a	To what extent do private colleges lose autonomy if they place heavy reliance on any one source of income, public funding in particular?
Colleges & Universities Undergraduate	1a, 10a	How would the federal government and other governmental units benefit from a well-established college endowment funding plan?
Colleges & Universities Undergraduate	1b, 3a, 10a	To what extent does federal funding of students and programs in a private university imply that the federal government can impose regulation, e.g., Title IX?

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State and Local Government
Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	8f, 10a	What modifications are necessary in the federal guidelines to improve the implementation of affirmative action programs in colleges and universities?
		a. Is there need for further clarification of the federal jurisdiction and the institutional prerogatives under the guidelines?
Colleges & Universities Undergraduate	1b, 1e, 10a	How can the rising level of federal support to private colleges be balanced with lowering the level of federal interference?
Colleges & Universities Undergraduate	7c, 10a	To what extent does the Bakke case auger an increased role of the courts in formulating educational policy?
Colleges & Universities Undergraduate	4b, 10a	What counseling services and alternatives can be implemented by institutions to comply with Section 504 of the Rehabilitation Act?
Colleges & Universities Undergraduate	2d, 10a	What groups should participate in establishing and enforcing accreditation policies (e.g., NEA, AFT, special interest groups, NCATE, legislators, school boards)?
Colleges & Universities Undergraduate	4e, 4f, 10a, 12	To what extent will 504 regulations result in a "separate but equal" educational policy for handicapped students?
Colleges & Universities Undergraduate	1f, 2c, 2g, 10a	How can institutions overcome the financial problems caused by complying with Section 504?
Colleges & Universities Undergraduate	1b, 1c, 1f, 10a	To what extent will states, the federal government, and foundations increase or decrease their funds for private as well as public higher education?

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State and Local Government

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	2, 10a	To what extent do the social objectives of the federal government's role in higher education reflect or eclipse the institutional needs of colleges and universities? a. To what extent is there a conflict? b. What are the basic areas of conflict? c. To what extent are they reconcilable?
Colleges & Universities Undergraduate	1f, 10a	To what degree have shrinking resources intensified competition among different types of higher education institutions?
Colleges & Universities Undergraduate	1f, 10a	To what extent will full compliance by colleges and universities put an unreasonable financial burden on these institutions?
Colleges & Universities Undergraduate	10a	What impact has representatives of college organizations had on 504 regulations?
Colleges & Universities Undergraduates	10a	To what extent do different federal agencies have overlapping and/or contradictory regulations?
Colleges & Universities Undergraduate	10a	How can the issue of conflicting autonomy be reconciled with the need for enforcement of socially mandated federal programs within universities and colleges? a. How can the trend towards increasing federal control of colleges and universities be reversed or slowed down?
Colleges & Universities Undergraduate	10a	How is the relationship of the federal government to higher education coordinated at the interagency level? a. How does or how would interagency coordination improve the relationship between federal government and higher education?

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State and Local Government

Level: Colleges and Universities - Undergraduate

		b. How can the relationship between colleges and the federal government be improved through changed attitudes, revised regulations, and alterations in the system of accountability?
Colleges & Universities Undergraduate	10a	To what extent are the complaints about regulations by colleges and universities a smoke screen to mask the fact that they do not want to comply?
College & Universities Undergraduate	10a	How has the federal government's role in higher education been expanded?
		a. How do socially mandated federal programs encroach upon the institutional autonomy of colleges and universities?
		b. What federal laws and regulations currently cover higher educational institutions (e.g., civil rights, Buckley Privacy Amendment, etc.)?
		c. What are the areas of conflict?
Colleges & Universities Undergraduate	10a	To what extent should the public be included in the regulation writing process?
Colleges & Universites Undergraduate	1b, 10a	How costly and intrusive on the internal workings of colleges and universities are federal regulations?
Colleges & Universites Undergraduate	1b, 6b, 10a	To what extent does the federal government have the right to regulate institutions?
Colleges & Universities Undergraduate	1b, 10a	To what extent do colleges and universities view the federal government as an adversary?
Colleges & Universities Undergraduate	1e, 2f, 10a	To what extent can the adoption of principles governing the relationship between the federal government and universities lessen the tensions arising from competition for enrollments?
Colleges & Universities Undergraduate	10a	What are the key differences between state coordination and governance of institutions?
Colleges & Universities Undergraduate	1a, 6b, 10a	To what extent should the government force religious-based universities to comply with Title IX?

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State and Local Government

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	10a	To what extent should the states preserve, nurture, and promote freedom of learning in postsecondary education?
Colleges & Universities Undergraduate	10a	To what extent should states provide, within the governmental structure, an advocate for higher education to help influence those processes that establish public policy priorities and allocate resources?
Colleges & Universities Undergraduate	10a	To what extent should states provide an opportunity for institutional input of alternative solutions before making major decisions regarding postsecondary education?
Colleges & Universities Undergraduate	1e, 1f, 10a	To what extent does private higher education need to build its public image in order to relieve financial difficulties?
Colleges & Universities Undergraduate	3a, 3b, 10a	How can federal and state programs be coordinated?
Colleges & Universities Undergraduate	10a	What is the effect of state policy on private education?
Colleges & Universities Undergraduate	1c, 1e, 3a, 7a, 10a	To what extent has federal support to the private sector influenced undergraduate and graduate programs in public universities?
Colleges & Universities Undergraduate	10a	How can institutions plan for the handicapped when federal regulations prevent collecting various types of personal information?
Colleges & Universities Undergraduate	1b, 1c, 1e, 6a, 10a	How far should the federal government and states be able to go in imposing conditions on the acceptance of public funds by nonsectarian private educational institutions?
Colleges & Universities Undergraduate	3a, 10a	To what extent does the federal government distribute financial aid funds inequitably, enforce unreasonable and intrusive regulations, and require counterproductive paperwork?
Colleges & Universities Undergraduate	3a, 10a	To what extent has Congress failed to design a national policy on financial programs?

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationship with Federal, State and Local Government

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	2g, 10a	To what extent have colleges and universities made efforts to eliminate physical barriers and provide supportive services for disabled students and employers to comply with Section 504 of the Rehabilitation Act of 1973?
Colleges & Universities Undergraduate	3a, 3g, 10a	To what extent will the high loan default rate jeopardize federal loan programs?
Colleges & Universities Undergraduate	2e, 10a	To what extent are federal regulations threatening the colleges' capacity to perform their educational service?
Colleges & Universities Undergraduate	1b, 10a	How adequate are administrative subsidies to cover costs to comply with federal legislation?
Colleges & Universities Undergraduate	3a, 10a	To what extent are program directors responsible for recommending legislative proposals to overall financial aid programs?
Colleges & Universities Undergraduate	1b, 10a	To what extent is the government responsible for helping institutions comply with Section 504?
Colleges & Universities Undergraduate	10a	How can institutions counterbalance a trend toward central control of higher education?
Colleges & Universities Undergraduate	2, 9a, 10a	To what extent are negative attitudes of public and state legislators toward higher education caused by: a. belief that educational resources are not being used efficiently (e.g., wasteful practice, overfunding, deficient management practice, top heavy administration)? b. belief that too many people are going to college and that many people with college degrees are under employed?
Colleges & Universities Undergraduate	1b, 10a	To what extent have the problems with implementing the federal regulations been a result of badly written laws and/or regulations?

10. GOVERNMENT REGULATION AND POLICY
a. Major Relationship with Federal, State and Local Government
Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1f, 9, 10a	What are the implications of the current national economic situation for higher education? a. What are the implications of changing employment patterns on enrollment in major fields of study? b. What will be the impact of changing employment patterns on the demographic composition of the student population? c. How can or should higher education deal with the growing numbers of underemployed, overeducated people? d. How will the expected decline in the growth rate of higher education affect institutional recruitment and selection policies regarding women, minority, and nontraditional students?
DATA ELEMENTS:		o What percentage of college graduates currently hold jobs unrelated and related to their college major?
Colleges & Universities Undergraduate	1a, 6b, 10a	To what extent should the government force religious-based universities to comply with Title IX?

ISSUE AREA

10. GOVERNMENT REGULATION AND POLICY

a. Major Relationships with Federal, State and Local Government

Level: Graduate and Professional

Graduate & Professional	1b, 10a	What is the overall pattern of relationships between graduate education and the federal government? a. What are the effects of the various federal policies on graduate education? b. How is interagency coordination affected at the federal level for policies regarding graduate schools?
Graduate & Professional	4b, 10a	To what extent should nontraditional graduate programs be limited to their own state boundaries?
Graduate & Professional	1b, 10a	How can black deans influence federal action to support the progress and development of minority institutions of higher education?
Graduate & Professional	4b, 10a	To what extent should deans seek regional planning and reciprocal arrangements to offset increasing competition for students and funds?
Graduate & Professional	4b, 10a	How should states regulate such interstate nontraditional graduate programs?
Graduate & Professional	6b, 10a	How much autonomy does a large public educational institution have in academic matters such as registering or closing PhD programs?
Graduate & Professional	1c, 4, 4b, 10a	What effect will state governing boards moving to end duplication of graduate programs have on black graduate schools?
Graduate & Professional	1f, 6b, 10a	To what extent do segregated primary health care facilities (access by both patients and medical students) put an undue burden on black medical schools?
Graduate & Professional	1b, 1f, 10a	To what extent will setting a priority on consistent and even federal policy in terms of graduate education improve the health of graduate schools?
Graduate & Professional	1e, 10a	To what extent can the state set standards for private school graduate programs as well as public school programs?

ISSUE AREA

10. GOVERNMENT REGULATION AND POLICY

b. Lobbying

Level: General Postsecondary

General Postsecondary	10b	How can the government advance lifelong learning as an educational concept?
General Postsecondary	10b	How has interest group activity affected the concept of lifelong learning?
General Postsecondary	10b	What are the advantages and disadvantages of giving education a "stronger voice at the federal level," i.e., a cabinet-level Department of Education?

ISSUE AREA

10. GOVERNMENT REGULATION AND POLICY

b. Lobbying

Level: Community and Junior Colleges

Community & Junior Colleges	7a, 10b	To what extent should educators "persuade" people of the high value of continuing education?
DATA ELEMENTS:		o What services, programs or courses are presently offered for youth, adults (citizenship, solving social and political issues)? o What types of community resources and how many are used by community colleges?
Community & Junior Colleges	9b, 10b, 11	To what extent should leaders in community-based education take an active role in educating various levels of lay-governing bodies about community-based education?
DATA ELEMENTS:		o How is this done currently?

ISSUE AREA

10. GOVERNMENT REGULATION AND POLICY

b. Lobbying

Level: Vocational/Technical

Vocational Technical	1b, 1c, 10a, 10b	How can legislation that gives the small business manager a tax break for working with someone in a cooperative school work program be promoted?

ISSUE AREA

10. GOVERNMENT REGULATION AND POLICY

b. Lobbying

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	10a, 10b	To what extent have consultation or inputs from the higher education community outside the government been deficient with regard to federal legislation and regulation?
DATA ELEMENTS:		o What channels of communication presently exist? o Who is normally consulted? At what level?
Colleges & Universities Undergraduate	1e, 10b	How effectively can private education interests be represented in Washington, D.C., by organizations representing both public and private concerns?
Colleges & Universities Undergraduate	10b, 12	To what extent will student influence be increased by state and federal lobbying activities?

ISSUE AREA

10. GOVERNMENT REGULATION AND POLICY

b. Lobbying

Level: Graduate and Professional

Graduate & Professional	4b, 10b	To what extent should graduate school organizations assume a more independent and assertive role in Washington on behalf of graduate education?

ISSUE AREA

11. LIFELONG LEARNING

Level: General Postsecondary

General Postsecondary	11	To what extent will nontraditional education emphasize equality of educational opportunity through use of more flexible, more numerous, more varied alternatives for the individual learner?
General Postsecondary	11	To what extent are learning alternatives being offered outside the formal academic establishment (business, industry, labor, government, military, social & cultural agencies, professional organizations)?
General Postsecondary	11	To what extent should education institutions plan on the assumption that individuals will continue education into adulthood?
General Postsecondary	11	To what extent is functional competence of adults a dynamic process in which continuing education is required to maintain it?
General Postsecondary	10a, 11	What accounts for the regional disparities in the level of participation by adult learners? To what extent do they reflect state intervention in the issues of adult education?
General Postsecondary	10a, 11	To what extent can public policy provide incentives for increasing the level of participation in organized adult education?
General Postsecondary	11	How can the current lockstep education system be altered to encourage lifelong learning?
General Postsecondary	11	To what extent does the demand for more learning opportunities exceed the supply?
General Postsecondary	10a, 11	To what extent should the federal government financially assist nontraditional education efforts?
General Postsecondary	9, 11	To what extent is knowledge about values and capabilities of nontraditional programs available to the public?
General Postsecondary	4, 11	How does nontraditional education differ from traditional higher education?

11. LIFELONG LEARNING
Level: General Postsecondary

General Postsecondary	11	To what extent is business and industry moving into the field of education?
General Postsecondary	2, 11	To what extent will consortial relationships be enhanced by nontraditional education?
General Postsecondary	1a, 11	To what extent should states support nontraditional education efforts and collect information on nontraditional efforts and funding sources?
General Postsecondary	4b, 4d, 11	How can existing educational institutions keep abreast of a rapidly changing society and its demands for new services and opportunities?
DATA ELEMENTS:		o How have institutional services and programs evolved over the last decade? o What are the socio/economic/cultural factors contributing to major policy and program changes? o What socio/economic/cultural factors point to the demise or obsolescence of traditional policies and practices?
General Postsecondary	7b, 11, 12	To what extent are nontraditional, noncredit, or specialized teaching centers absorbing the demands of a new and rising student clientele?
DATA ELEMENTS:		o What are the characteristics of the students enrolled in such classes? o How many are enrolled in such programs or centers? o What is their geographic and demographic distribution?
General Postsecondary	7b, 11, 12	To what extent can the traditional educational establishment adapt [illegible]s educational services to the changing demands of the new student population?

11. LIFELONG LEARNING
Level: General Postsecondary

DATA ELEMENTS:		o Profile of the new student population. o Define new programs and policies in relation to traditional educational services and practices.
General Postsecondary	5c, 11	How can nontraditional programs be evaluated? a. How can quality control be maintained? b. How can student performance be measured?
General Postsecondary	5c, 11	How can needs assessment be improved to determine with better accuracy, the level of demand for and the participation rates in adult education?
General Postsecondary	1f, 11	During periods of fiscal austerity, what are the advantages and disadvantages of nontraditional learning programs?
General Postsecondary	10a, 11	What role should state and federal government play in recurrent education and the creation of community-centered education?
General Postsecondary	2, 11	To what extent are community resources available to and utilized by nontraditional education programs?
General Postsecondary	2, 11	What are the "public costs" of supporting nontraditional learning centers?
General Postsecondary	9, 11	Within the context of a depressed job market, what will be the appeal of nontraditional learning institutions and programs?
General Postsecondary	9a, 11	What are the career opportunities for "graduates" of nontraditional learning programs?
General Postsecondary	2, 11	What are the limits to consortial relationship among academic institutions in providing nontraditional educational alternatives?
General Postsecondary	11, 12	How can student protection be guaranteed in a competitive market of nontraditional educational alternatives?
General Postsecondary	10, 11	What responsibilities do states have for protecting the student in terms of quality of educational training?

11. LIFELONG LEARNING
Level: General Postsecondary

General Postsecondary	11	What is the role of the community college in the development of alternative postsecondary educational institutions of the future?
General Postsecondary	1, 11	To what extent can nontraditional education serve as a vehicle for equal educational opportunity in a time of shrinking financial resources?
DATA ELEMENTS:		o What community resources are available to alternative educational programs?
General Postsecondary	11	To what extent have adult education, continuing education and recurrent education grown out of the simple economics of underutilized institutions and the force of popular demand?
DATA ELEMENTS:		o Identify educational brokering centers and materials provided.
General Postsecondary	11, 12	To what extent will the shift in the demographic center of the population affect the demand for adult continuing education?
General Postsecondary	4, 11	Which can better provide the educational opportunities and services necessary to meet the needs of a rapidly changing society: new organizations or existing institutions?
General Postsecondary	9, 11, 12	What do current participation trends predict for the future of adult education?
DATA ELEMENTS:		o Who is interested in further education? o What kinds of programs or services are being sought? o What is the demographic composition of adult learners? o Are there differences in the participation rates among demographic groups? o What are the individual characteristics relating to participation?
General Postsecondary	9b, 11, 12	What are the limitations of nontraditional educational credentials in the job market? a. How do employers view nontraditional educational credentials?

11. LIFELONG LEARNING
Level: General Postsecondary

General Postsecondary	2e, 11 12	Do the goals of nontraditional learning and the availability of learners coincide?
General Postsecondary	12	Who are the most likely to take advantage of and receive full benefits from nontraditional learning?
General Postsecondary	11, 12	To what extent are traditional demographic groups limited as an analytical tool for understanding participation patterns in adult education?
		a. To what extent should public policy concerning educational opportunity be targeted according to groups having common educational goals rather than according to common demographic characteristics?
General Postsecondary	4, 11	To what extent will the movement toward lifelong learning affect the content and structure of traditional education?
General Postsecondary	1a, 11	What are the appropriate strategies to make state support possible?
General Postsecondary	4, 11	To what extent is the use of experience in learning absolutely essential to the reliable achievement of at least some learning tasks?
General Postsecondary	2, 4, 11	Is the communiversity a viable concept in planning and formulating of alternatives for future postsecondary education?
DATA ELEMENTS:		o How does it function?
		o How is it coordinated around the workplace, the learner, and the institutions involved?
		o How does it help students acquire a clearer self-understanding and identify available educational options (e.g., guidance, educational brokering)?
		o What is the role of the community college in the communiversity?
General Postsecondary	2, 11	To what extent is the communiversity (a federation of the educational and cultural forces in the community) a primary vehicle for the delivery of postsecondary educational services of the future?

11. LIFELONG LEARNING
Level: General Postsecondary

General Postsecondary	4, 11	To what extent can nontraditional education be a strengthening factor for traditional colleges and universities?
General Postsecondary	1, 2, 11	To what extent do consortia use funds more economically and enhance educational diversity and flexibility?
General Postsecondary	4b, 11	What are the prospects for life-long learning in an educational system that emphasizes career education?

ISSUE AREA

11. LIFELONG LEARNING

Level: Community and Junior Colleges

Community & Junior Colleges	2g, 8, 11	To what extent could community colleges utilize nontraditional facilities and staffing?
DATA ELEMENTS:		o Number of part-time faculty, paraprofessionals, community volunteers. o Extent to which community facilities are currently used for classes. o Demographic area covered by the community college. o Characteristics of faculty, paraprofessionals and volunteers (degrees, full- or part-time, union member or nonunion member). o Funding constraints. o Legal constraints, i.e., collective bargaining agreements.
Community & Junior Colleges	4c, 9a, 11	How should coordination of youth service agencies be handled?.
Community & Junior Colleges	9a, 9b, 11	To what extent have community colleges provided a living bridge of people between learning and labor?
Community & Junior Colleges	9b, 10b, 11	To what extent should leaders in community-based education take an active role in educating various levels of lay-governing bodies about community-based education?
DATA ELEMENTS:		o How is this done currently?
Community & Junior Colleges	4b, 9b, 11	To what extent should the community/junior college broaden its goals from helping students obtain a degree to that of "providing every citizen the opportunity for education beyond whatever level was attained in previous schooling, whether or not the ultimate goal is that of obtaining a degree?"

11. LIFELONG LEARNING
Level: Community and Junior Colleges

DATA ELEMENTS:		o What are the benefits of traditional grading practices versus mastery of competencies for community colleges? o What are student goals?
Community & Junior Colleges	2, 4, 11	What is the educational impact of community colleges on the various clientele (adults, part-time students, students pursuing technical courses not usually offered in colleges, and traditional students coming from high school to obtain a baccalaureate degree)?
Commuuity & Junior Colleges	9a, 11	How should community colleges and high schools work together to increase the opportunities for out-of-school unemployed youth?
Community & Junior Colleges	4c, 11	What role can the community college play in developing a comprehensive plan or program that would help youth in the transition to adulthood?
Community & Junior Colleges	4, 9, 11	What is the significance of the emergence of community colleges in this country?

ISSUE AREA

11. LIFELONG LEARNING

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1f, 11	To what extent will the financial problems of higher education in a period of decline be compounded by increased operational costs (e.g., salaries, fuel, supplies)? a. How will the structure and purposes of institutions of higher education be effected by the expected financial problems? b. Will the growing market for nontraditional programs (vocational, continuing education) and the availability of nontraditional students ameliorate the problems faced by the higher education community?

ISSUE AREA

11. LIFELONG LEARNING

Level: Graduate and Professional

Graduate & Professional	4e, 11	To what extent can graduate education be improved by nontraditional techniques (e.g., better utilization of community resources and moving off campus)?

ISSUE AREA

11. LIFELONG LEARNING

a. Institutions

Level: General Postsecondary

General Postsecondary	11a, 11c	To what extent will the increased average age of the potential learners influence postsecondary education?
General Postsecondary	11a	What are the implications of the development of off-campus extension centers for higher education?
General Postsecondary	11a	How have states become involved in the issue of extension centers for servicemen?
General Postsecondary	11a	What are the adult education delivery systems?
General Postsecondary	11a, 11c	To what extent has the increased average age of potential learners influenced federal policy?

ISSUE AREAS

11. LIFELONG LEARNING

a. Institutions

Level: Community and Junior Colleges

Community & Junior Colleges	1d, 2, 4, 7, 9, 11a, 11b	To what extent have community colleges: a. provided educational opportunity for all qualified? b. been responsive to local needs? c. kept costs down and enabled children from the poorest families to rise out of poverty? d. provided comprehensive education programs? e. been the leaders in continuing education?
Community & Junior Colleges	9a, 11b, 11a	In what ways are community colleges equipped to fulfill the need for educational services to contribute toward proficiency in citizenship and adult living?
Community & Junior Colleges	11a	What roles can the community college play in responding to the demands of a learning society?
Community & Junior Colleges	4, 11a, 11b	To what extent will the trend toward neighborhood community colleges continue during the last two decades of the 1900's? What factors will influence this trend?
Community & Junior Colleges	9a, 11a, 11b	To what extent can community colleges facilitate education of adults so that their understanding of critical human issues is broadened?

ISSUE AREAS

11. LIFELONG LEARNING

a. Institutions

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	11a, 11b	What roles will various sectors (universities and community colleges) play in recurrent education and the creation of community-centered education?

ISSUE AREAS

11. LIFELONG LEARNING

b. Programs

Level: General Postsecondary

General Postsecondary	11b	What is the extent of the current federal lifelong learning commitment?
General Postsecondary	4e, 11b, 11d	How can professional associations that are directing continuing education programs cooperate with universities to improve educational practices?
General Postsecondary	3a, 10a, 11b	What are the major factors that have diminished the effectiveness of the Guaranteed Student Loan Program for home study students (e.g., failure to define program, poor communications, failure to administer regulations uniformly)?
General Postsecondary	4b, 11b	To what extent is the home study program a primary educational alternative?
General Postsecondary	9, 11b, 11c, 12	Given the accelerated rate of change in contemporary society and the diverse character of the student population, can education continue to be organized around institutions, credits, and credentials?
General Postsecondary	2e, 4a, 4e, 11b	What are the programs and philosophies behind nontraditional learning? a. How do they function? b. What are their supporting assumptions? c. How are they maintained? d. What are their societal and institutional goals?
General Postsecondary	11b	How has nontraditional learning evolved from the traditional higher education institutions?
General Postsecondary	3a, 10a, 11b	What are the major factors that have diminished the effectiveness of Basic Economic Opportunity Grant programs for home study students?
General Postsecondary	3a, 3e, 11b	Are home study students entitled to federal aid?

11. LIFELONG LEARNING
    b. Programs
Level: General Postsecondary

General Postsecondary	3a, 3f, 11b	What is the relationship of federal assistance programs to home study education programs? a. Do they promote or hamper such educational methods?
General Postsecodary	4b, 9b, 11b	What are the societal implications of the demise of liberal arts education and the simultaneous rise of career education?
General Postsecondary	4b, 11b	What nontraditional methods will institutions use to award credits (e.g., credit by examination, credit for experience, activity participation)?
General Postsecondary	11b	How does lifelong learning go beyond compulsory and adult education?

ISSUE AREAS

11. LIFELONG LEARNING

b. Programs

Level: Community and Junior Colleges

Community & Junior Colleges	1b, 10a, 11b	To what extent would community colleges benefit from federal support for occupational education?
Community & Junior Colleges	9a, 11a, 11b	To what extent can community colleges facilitate education of adults so that their understanding of critical human issues is broadened?
Community & Junior Colleges	9a, 11a, 11b	In what ways are community colleges equipped to fulfil the need for educational services to contribute toward proficiency in citizenship and adult living?
Community & Junior Colleges	4b, 11b	To what extent is credit for experiential learning likely to diminish over the next few decades? o Number of community colleges. o Distance students travel to class. o Number of contracts with proprietary schools. o Number of faculty members of various types. o Who has say in governance (faculty, managers, etc.)? o What kinds of educational research are funded by whom? o What effect does this research have on types of institutions and their offerings?
Community & Junior Colleges	4b, 11b	What type of course offerings could be developed for nontraditional clientele?

11. LIFELONG LEARNING

b. Programs

Level: Community and Junior Colleges

Community & Junior Colleges	1d, 2, 4, 7, 9, 11a, 11b	To what extent have community colleges: a. provided educational opportunity for all qualified? b. been responsive to local needs? c. kept costs down and enabled children from the poorest families to rise out of poverty? d. provided comprehensive education programs? e. been the leaders in continuing education?
Community & Junior Colleges	9a, 11b	To what extent will the trend from manpower training to lifelong learning at community colleges continue in the next two decades?
Community & Junior Colleges	4a, 11b	To what extent should community colleges move away from traditional grading practices to requiring that students master core competencies?
DATA ELEMENTS:		o Do community colleges use this approach? o In what proportion of classes? o Do credit or noncredit classes use mastery of core competencies?
Community & Junior Colleges	4, 11a, 11b	To what extent will the trend toward neighborhood community colleges continue during the last two decades of the 1900's? What factors will influence this trend?

ISSUE AREAS

11. LIFELONG LEARNING

b. Programs

Level: Vocational/Technical

Vocational Technical	11b	How can vocational education programs be made more effective?
Vocational Technical	11b, 11c	How can vocational education needs of disadvantaged and handicapped persons be better met?
Vocational Technical	11b	To what extent is there a need for vocational education for out-of-school youth and adults?

ISSUE AREAS

11. LIFELONG LEARNING

b. Programs

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	4b, 11b, 11d	To what extent could a responsiveness to the in-service needs of practitioners and the inclusion of teachers in the planning of their education change the structure of schools of education?
Colleges & Universities Undergraduate	11a, 11b	What roles will various sectors (universities and community colleges) play in recurrent education and the creation of community-centered education?

ISSUE AREAS

11. LIFELONG LEARNING

c. Students

Level: General Postsecondary

General Postsecondary	9, 11b, 11c, 12	Given the accelerated rate of change in contemporary society and the diverse character of the student population, can education continue to be organized around institutions, credits, and credentials?
General Postsecondary	11a, 11c	To what extent has the increased average age of potential learners influenced federal policy?
General Postsecondary	11a, 11c	To what extent will the increased average age of potential learners influence post-secondary education?

ISSUE AREAS

11. LIFELONG LEARNING

c. Students

Level: Community and Junior Colleges

Community & Junior Colleges	11c	What are the potentials of community colleges for serving older Americans?
Community & Junior Colleges	11c	Who are the nontraditional clientele to be reached by the community college (e.g., senior citizens, handicapped, under- and unemployed, those with access problems, emotionally disadvantaged, those whose jobs require updating of skills)?
DATA ELEMENTS:		o How many of such students are being reached? o What courses are nontraditional clientele now taking?

ISSUE AREAS

11. LIFELONG LEARNING

c. Students

Level: Vocational/Technical

Vocational Technical	11b, 11c	How can vocational education needs of disadvantaged and handicapped persons be better met?
Vocational Technical	11c	How can vocational education better prepare students for finding a job?
Vocational Technical	11c	How can vocational student organizations assist in the development of instructional programs?
Vocational Technical	11c	Who are the potential recipients of vocational education?

ISSUE AREAS

11. LIFELONG LEARNING

d. Vocation

Level: General Postsecondary

General Postsecondary	4e, 11b, 11d	How can professional associations that are directing continuing education programs cooperate with universities to improve educational practices?
General Postsecondary	11d	How can the expansion of continuing education programs alleviate the unemployment problem?
General Postsecondary	11d	What impact has the increased demand by professional associations, licensing bodies, and business for relicensing and certification had on: a. the competition between college extension divisions and professional associations, businesses, and government agencies to meet continuing education requirements? b. the quality of extension and continuing education?
General Postsecondary	11d	What will be the trends in continuing education in the future, in terms of professions and occupations participating numbers of students, and types of programs?

ISSUE AREAS

11. LIFELONG LEARNING

d. Vocation

Level: Community and Junior Colleges

Community & Junior Colleges	11d	How have community colleges attempted to improve the quality of life on the job?

ISSUE AREAS

11. LIFELONG LEARNING

d. Vocation

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	8a, 11d	To what extent could a new emphasis on the continued study by teachers of how and what they teach affect policy development in the area of undergraduate and graduate schools of education?
Colleges & Universities Undergraduate	4b, 11b, 11d	To what extent could a responsiveness to the in-service needs of practitioners and the inclusion of teachers in the planning of their education change the structure of schools of education?

ISSUE AREAS

12. STUDENT CHARACTERISTICS

Level: General Postsecondary

General Postsecondary	10a, 12	To what extent is consumer protection in education the responsibility of the local, state and/or federal government?
General Postsecondary	2, 9, 12	What is the relationship between consumer and producer in a human, service-like education, which, unlike the purchase of goods, depends upon an active cooperative relationship between the two?
General Postsecondary	2, 10a, 12	To what extent are state coordinating agencies responsible for, and/or concerned with, consumer protection in postsecondary education?
DATA ELEMENTS:		o State initiated inventories of postsecondary opportunities, including acceptance ratios, price information, program requirements, transfer policies, course acceptability, placement information. o State standard for descriptions of postsecondary institutions. o Patterns of educational consumption, atendance and attitudes.
General Postsecondary	4d, 4f, 7a, 12	To what extent do institutions of higher education differ because of the characteristics of students they attract, recruit, and retain?
General Postsecondary	9b, 11, 12	What are the limitations of nontraditional educational credentials in the job market? a. How do employers view nontraditional educational credentials?
General Postsecondary	11, 12	How can student protection be guaranteed in a competitive market of nontraditional educational alternatives?
General Postsecondary	11, 12	To what extent are traditional demographic groups limited as an analytical tool for understanding participation patterns in adult education?

12. STUDENT CHARACTERISTICS
Level: General Postsecondary

		a. To what extent should public policy concerning educational opportunity be targeted according to groups having common educational goals rather than according to common demographic characteristics?
General Postsecondary	7b, 11, 12	To what extent are nontraditional, noncredit, or specialized teaching centers absorbing the demands of a new and rising student clientele?
DATA ELEMENTS:		o What are the characteristics of the students enrolled in such classes? o How many are enrolled in such programs or centers? o What is their geographic and demographic distribution?
General Postsecondary	7b, 11, 12	To what extent can the traditional educational establishment adapt its educational services to the changing demands of the new student population?
DATA ELEMENTS:		o Profile of the new student population. o Define new programs and policies in relation to traditional educational services and practices.
General Postsecondary	7, 12	To what extent are differences in faculty ratio, distinction of faculty, elaborateness of facilities, relative stress on liberal and vocational education, religious emphasis, residential arrangements, and degree of cosmopolitanism in institutions, important in determining the characteristics of students attending each institution?
General Postsecondary	9, 11, 12	What do current participation trends predict for the future of adult education?
DATA ELEMENTS:		o Who is interested in further education? o What kinds of programs or services are being sought?

12. STUDENT CHARACTERISTICS
Level: General Postsecondary

		o What is the demographic composition of adult learners?
		o Are there differences in the participation rates among demographic groups?
		o What are the individual characteristics relating to participation?
General Postsecondary	11, 12	To what extent will the shift in the demographic center of the population affect the demand for adult continuing education?
General Postsecondary	9, 11b, 11c, 12	Given the accelerated rate of change in contemporary society and the diverse character of the student population, can education continue to be organized around institutions, credits, and credentials?
General Postsecondary	4e, 9b, 10a, 12	To what extent should the federal government assure that students get better information about their choices in postsecondary education and actually receive what they are told they will receive for their money?
General Postsecondary	2, 8d, 12	To what extent should students be involved in governance of postsecondary institutions and faculty-administration collective bargaining?
General Postsecondary	4e, 9, 12	What is the relationship between student learning ability and characteristics of the institution?
General Postsecondary	4, 9, 12	To what extent do institutions of higher education change students?
General Postsecondary	4e, 4f, 9b, 12	To what extent do small institutions (and/or liberal arts institutions), other things being equal, produce more desirable student changes than large institutions?
General Postsecondary	2e, 11, 12	Do the goals of nontraditional learning and the availability of learners coincide?
General Postsecondary	12	Who are the most likely to take advantage of and receive full benefits from nontraditional learning?

ISSUE AREAS

12. STUDENT CHARACTERISTICS

Level: Community and Junior Colleges

Community & Junior Colleges	3a, b, 12	To what extent do community college students need financial aid as compared to students at other institutions?
DATA ELEMENTS:		o Students' age, place of residence, marital status, dependency on parents, family income, commuting costs, part-time or full-time status, child care facilities.

ISSUE AREAS

12. STUDENT CHARACTERISTICS

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1f, 2a, 12	What should the student's role be in determining budget priorities of colleges and universities?
Colleges & Universities Undergraduate	1d, 1f, 3c, 4b, 8, 12	To what extent are minority students disproportionally affected by financial troubles of colleges?
Colleges & Universities Undergraduate	1f, 12	To what extent will economic difficulties of colleges and universities be a force to bring together student activism on a single front rather than fragmented special interest groups?
Colleges & Universities Undergraduate	10b, 12	To what extent will student influence be increased by state and federal lobbying activities?
Colleges & Universities Undergraduate	2a, 12	To what extent will college and university students continue to demand that institutions make some adjustments?
Colleges & Univerities Undergraduate	1d, 1f, 3c, 4b, 8, 12	How do financial troubles of the colleges affect students (in terms of raised tuition, lower student aid, reduction of student-backed programs and reforms, and layoffs of popular faculty members)?
Colleges & Universities Undergraduate	4e, 4f, 10a, 12	To what extent will 504 regulations result in a "separate but equal" educational policy for handicapped students?
Colleges & Universities Undergraduate	9b, 12	To what extent have American students studying abroad and foreign students studying in American institutions of higher education contributed to future cooperation, understanding, and peace among those countries involved?
Colleges & Universities Undergraduate	12	How pervasive is the lack of understanding and skill in using plain English at the undergraduate level?

12. STUDENT CHARACTERISTICS

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	4f, 12	What are the special education needs of black students, and how can these needs be met by institutions of higher education?
Colleges & Universities Undergraduate	12	What are the hidden costs to students of public higher education?

ISSUE AREAS

12. STUDENT CHARACTERISTICS

Level: Graduate and Professional

Graduate & Professional	10, 12	What is the state responsibility to the student consumer in guaranteeing standards?

ISSUE AREAS

12. STUDENT CHARACTERISTICS

a. Resident/Commuter

Level: General Postsecondary

General Postsecondary	4e, 4f, 9b, 12a	How do different modes of residential living affect the learning and personal development of students?
General Postsecondary	3a, 3b, 3f, 12a	What are the implications of making Supplemental State Incentives Grant money from federal government available for: a. students attending either private or public institutions? b. students who cross state lines to attend college? c. use in state-sponsored work-study programs as well as grant programs?

ISSUE AREAS

12. STUDENT CHARACTERISTICS

a. Resident/Commuter

Level: Colleges and Universities - Undergraduate

Colleges & Universities Undergraduate	1d, 12a	To what extent are public-college tuition costs likely to remain stable, considering an inflationary economy?
Colleges & Universities Undergraduate	4e, 12a	To what extent do "commuter institutions", by minimizing the disruption in students' outside life, decrease the students' involvement in the educational process?
DATA ELEMENTS:		o Abililty levels, family income, race of enrolled students by types of institution, retention, educational resources, educational and general money spent per student, value of buildings, land, and equipment per student, expenditures for libraries per student, faculty salary, percentage of students living in college residencies, expenditures for financial aid per student and tuition charges.

ISSUE AREAS

12. STUDENT CHARACTERISTICS

b. Family Characteristics

Level: General Postsecondary

General Postsecondary	1d, 2f, 7a, 12b	To what extent are tuition increases responsible for: a. decrease in enrollment growth at colleges and universities? b. lower percentage of high school students going to college? c. decrease in students from middle class and working class families ($7,500-$15,000/yr.) going to college? d. decrease in rural and small-town college enrollment? e. increase in numbers of part-time and commuting students?

ISSUE AREAS

12. STUDENT CHARACTERISTICS

c. Full-time/Part-time

Level: Community and Junior Colleges

Community & Junior Colleges	3a, 3b, 3e, 12c	To what extent are part-time students discriminated against in federal and state student aid programs, regardless of their family income?

ISSUE AREAS

12. STUDENT CHARACTERISTICS

d. Employment - The Working Students

Level: General Postsecondary

General Postsecondary	3a, 10a, 12d	To what extent should the federal government: a. allow institutions to use federal funds for employment in on-campus and off-campus nonprofit agencies? b. provide grants for full-time coordinators of student employment in the private sector?
General Postsecondary	3a, 10a, 12d	To what extent should federal funds be used to support work-related programs, e.g.: a. work-study and/or part-time employment? b. grants to community organizations to hire full-time coordinators of student employment in the private sector?

ISSUE AREAS

NONCLASSIFIABLE

Level: All

	How can quality control and consumer protection be enforced under a government subsidized home-study program?
General Postsecondary	What are the changing conditions in postsecondary education: a. changing student situation? b. concern with overproduction of highly educated manpower? c. fiscal situation? d. public higher education is only part of postsecondary education? e. collective bargaining? f. federal legislation and regulation? g. changing legislative and executive expectations?
General Postsecondary	What is the relationship between the specific concerns of higher education and education in general (e.g., relationship between college access and secondary education)?
General Postsecondary	To what extent are consumer suits and claims of trustee liability on the increase against universities?
General Postsecondary	To what extent are legal expenses reflected in the rising cost of public higher education?
Colleges & Universities Undergraduate	To what extent is the educational function of colleges and universities improved and/or inhibited by selective admission?
Colleges & Universities Undergraduate	To what extent is racial diversity related to educational benefits?

NONCLASSIFIABLE
Level: All

Colleges & Universities Undergraduate	What is the secret of the success of America's education system?
Colleges & Universities Undergraduate	How has the American system of higher education facilitated this country's goal of achieving a just society?
Graduate & Professional	How does peer attitude effect the ranking of schools?
Vocational Technical	What effect does the current economic situation have on vocational education?